

Science and Mathematics Education Centre

**Associations between Parents' and Students' Perceptions of the
Quality of Teacher-Student Interactions in a
New Zealand Primary School**

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**This thesis is presented for the Degree of
Master of Philosophy
of
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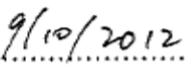
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Declaration

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ABSTRACT

This thesis describes effective teaching and the associations between parental and student perception of teacher-student interactions in a New Zealand primary school. The Questionnaire on Teacher Interaction (QTI) has been used to identify the student perception of the teacher and a Parent Perception questionnaire (PPQ) has been used to gain the perceptions of the parents toward the teacher. This study is significant for a number of reasons. It is a first where the Questionnaire on Teacher Interaction (QTI) has been used in a New Zealand primary school to identify the interpersonal interactions of the classroom teacher. It will identify the students' perception of the interpersonal behaviour of their teachers. This will assist teachers in becoming more effective in teaching and learning. It will enable teachers to identify possible professional development opportunities through interventions to assist them in becoming more effective teachers and students more effective learners. It will also allow teachers to see themselves through the eyes of their students and it will provide honest feedback for the teacher on which to reflect. Also, it will provide the current parents' perceptions on the effectiveness of teachers and debate the impact this has had on parental perception of the school environment.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The community surrounding a school would normally be expected to send their children to the local school for their education. There are, however, many factors that influence this decision. A key factor is the perception parents have of the school itself. Government funding is primarily based on the number of students who are enrolled in a school. The roll of the school in this study (Coastal School) has steadily decreased over the years. The perception of some parents in the community appears to be negative toward the school. The research described in this thesis focuses on the community perception of the Coastal School and whether this is linked to the quality of teacher and student interactions. Do parent perceptions of the teacher student interactions in a school affect their opinions of the effectiveness of the school?

1.1 Background to study

Mount Maunganui and Papamoa are coastal suburbs situated within the city of Tauranga. Tauranga has a population of approximately 102,000 people and is separated from Mount Maunganui and Papamoa by the Tauranga Harbour. Mount Maunganui and Papamoa are situated on an isthmus that extends 35 kilometres and have a combined population of 21,000 people.

There is one co-educational college in the area, which has Year 9 to 13 students. There are seven primary schools, five of which cater for students from Year 0 to Year 6, and two that cater from Year 0 to Year 8. There is one intermediate school, that specifically caters for Year 7 and Year 8 students aged 10 to 14 years.

The school in this study, hereafter referred to as the Coastal School, has a decile rating of 5. Deciles are otherwise known as Socio-Economic Decile Bands. A decile is a group into which similar schools in New Zealand are placed. The decile rating a

school is given relates to the economic and social factors of the community immediately surrounding it.

There are ten deciles ranging from decile one to decile ten. Schools in decile one have the highest proportion of students from low socio-economic backgrounds while school in decile ten have the highest proportion of students from high socio-economic backgrounds.

There are five specific factors that are taken in to account when deciding on the decile rating of a school. These are household income, occupation - percentage of employed parents in the lowest skilled occupational groups, number of household occupants, educational qualifications - percentage of parents with no tertiary or school qualifications and income support - percentage of parents who received a benefit in the previous year.

So communities of people who have fewer qualifications and lower incomes, are likely to be decile one, whilst communities of people with more qualifications and higher incomes are likely to be in decile 10.

Schools are grouped into deciles for funding reasons. Deciles allow the Ministry of Education to allocate funding in the fairest way. The lower the school's decile rating the more funding it will be given. The greater amount of funding given to lower decile schools allows them to cover the increased learning needs of students who attend their school. Deciles are a funding mechanism only and in no way reflect the quality of the education delivered at that school.

Coastal School has a roll that varies between 420 and 480 students. The school roll is made up of 30% Maori, 5% Pacific Island, 5 % Asian, 5% Other and 55% New Zealand/European. In 2009 there were 420 students, 16 classroom teachers and five specialist teachers, there were four syndicates each made up of at least two Year 7 and two Year 8 classes. The roll of the Coastal School has been steadily decreasing over the last five years. In 2005 there were 510 students; 2006, 500 students; 2007, 450 students; 2008, 430 students and 2009 there are 420 students.

There are a number of factors that influence parents' decisions when deciding what school to send their child as they progress through to college. They consider factors such as the location, school roll and class size, transport, co-curricular activities, uniform, subject options, behaviour policies, strengths of the school and of the teachers and the general school environment. Many parents decide by listening to word of mouth recommendations from other parents within the community. There is often a lot of chatter in the community about schools; which school seems to do what well, and what the weaknesses of a certain school seem to be from a parent's perspective.

The Education Act 1989 requires some schools to put in place enrolment schemes. An enrolment scheme is a means of limiting a school's roll to prevent overcrowding. It also enables the Ministry of Education to make best use of the current classrooms at schools in the surrounding area.

Students enrolled in a primary school can attend either a contributing primary school (for students Year 0-6) or a full primary school (for students Year 0-8). Students attending a contributing primary school will generally move on to an intermediate school (Year 7-8). There are also schools known as middle schools (or junior high schools/junior colleges) that cater for Years 7 to 10 students.

An intermediate school is a school that caters for students in Years 7 and 8 students only. This covers students who are aged 11 through to 14 years old. This age group is often referred to as the young adolescent age group. These intermediate years of learning can take place at an "intermediate school", a "full primary school", a "middle school" or a year 7-13 college.

If a child has been attending a "contributing" school up to the completion of Year 6, then they would move to a different school, an intermediate school. However, if a child attends a "full primary" school, then parents have a choice about whether or not he or she will continue at that school through years 7 and 8 or be moved to an intermediate school or "middle" school. There are two full primary schools in the coastal area.

These years of a child's life are hugely important and some believe are the last chance a parent has to impart important life lessons and common knowledge. It is a time of rapid change and challenge for both parent and child. The teaching and learning that takes place during these years acknowledges this and caters for this age group in a different way than schooling that comes before and after. It is an important transitional period.

Each of the state primary schools is run by a group called the Board of Trustees. The board is responsible for the management of the school's finance, property and grounds. The role of the Board is more governance of the school rather than management. Most Board members are parents or community members who are elected or appointed. The Board has regular monthly meetings.

The purposes of this study are:

1. to investigate the community perception of the Coastal School;
2. to study the effectiveness of the classroom teacher and the perception of the parents linked to that classroom teacher; and
3. to study the effectiveness of the classroom teacher and the perception of the students linked to that classroom.

In this study, the Questionnaire on Teacher Interaction (QTI) (Wubbels & Levy, 1993) which was designed to assess the interpersonal behaviour of teachers and interactions with their students in the classroom is the primary research tool.

A Parent Perception Questionnaire (PPQ) was created and given to the parents of these students to gauge their perception of the classroom teacher in the first instance and then of the Coastal School in the second. The Parent Perception Questionnaire has been created to gauge the perception of the parents toward the effectiveness of the teacher interaction with their own child. A selection of eight questions was asked of the parents based on how they communicated and interacted with the classroom teacher inside and out of the classroom environment.

Arends (2004) is of the view that “*establishing authentic relationships with students is a prerequisite to everything else in teaching.*”

1.2 Aim and objectives

- The overall aim of the study is to investigate the students’ and parents’ perceptions of the teacher-student interactions in a school. To achieve this aim, the following objectives needed to be achieved:
- administer the QTI to identify the students’ perception of their classroom teacher;
- create and administer a questionnaire in the form of a Parent Perception Questionnaire (PPQ), to identify the parent perception of the classroom teacher;
- evaluate the QTI;
- evaluate the PPQ;
- document the findings and report on any association between the parent perception and student perception of the teaching and learning in the classroom; and
- document the findings and report on associations between effective classroom teachers and parent perception of the classroom teacher and the school.

1.3 Research questions

In order to achieve the aim and objectives described above, the research seeks to first answer a number of questions.

1. Is the QTI a reliable and valid questionnaire for the use in primary classrooms in New Zealand?
2. What are the student perceptions of the teachers’ interpersonal behaviour in a New Zealand primary school?
3. What are the QTI profiles of the different classrooms in a primary school in New Zealand?
4. What are the parents’ perceptions of the school and of their child’s classroom teacher?

5. What are the similarities and differences between parents' and students' perceptions of classroom teachers' in a primary school in New Zealand?

1.4 Significance

This study is significant for a number of reasons. It is a first where the Questionnaire on Teacher Interaction (QTI) has been used in a New Zealand primary school to identify the interpersonal interactions of the classroom teacher. It will identify the students' perception of the interpersonal behavior of their teachers. This will assist teachers in becoming more effective in teaching and learning. It will enable teachers to identify possible professional development opportunities through interventions to assist them in becoming more effective teachers and students more effective learners. It will also allow teachers to see themselves through the eyes of their students and it will provide honest feedback for the teacher to reflect upon.

“...effective teaching requires careful and reflective thought about what a teacher is doing and the effect of his or her action on students' social and academic learning” Arends (2004, p. 21).

Secondly, it will provide the current parent perception of the effectiveness of the teacher and debate the impact this has had on the parent perception of the school environment.

Thus, parents need to hold high aspirations and expectations for their children, and schools need to work in partnership with parents to make their expectations appropriately high and challenging, and then work in partnership with children and the home to realise, and even surpass, these expectations. (Hattie, 2009).

An effective teacher will lead to a parent who is positive about their child's learning in the classroom and a student who is positive about their learning. This will in turn, spin off into the community; where the parent and the student are speaking highly of the school, ultimately increasing student enrolments at the school and becoming the school of choice on the coastal strip.

Quality teaching has a key role because from within the education system, and in partnership with parents and caregivers, it is the most influential point of leverage on student outcomes. Quality teaching influences the quality of student participation, involvement and achievement (including social outcomes). Henderson, Fisher, & Fraser (2000).

1.5 Overview of methods

In this study, the Questionnaire on Teacher Interaction (QTI) is administered to students to obtain information about the perceptions they have on the effectiveness and interpersonal behaviour of their teacher.

A questionnaire named the Parent Perception Questionnaire (PPQ) has been created and administered to identify the parent perception of their child's classroom teacher and of the school.

Results from the QTI and the PPQ data will be collated. The QTI and the PPQ will be analysed to identify the differences and similarities on the teacher effectiveness.

1.6 Overview of thesis

This thesis describes effective teaching and the associations between parental and student perception of teacher student interaction in a New Zealand primary school. The Questionnaire on Teacher Interaction (QTI) has been used to identify the student perception of the teacher and a Parent Perception questionnaire (PPQ) has been used to gain the perception of the parent toward the teacher. The thesis is divided into six chapters.

Chapter One of this thesis provides the relevant background to the study describing the Coastal School. The research questions, significance of the study and an overview of the approach taken have been outlined in this chapter.

Chapter Two contains a review of the literature on a range of topics relevant to this study. First, the use of the Questionnaire on Teacher Interaction (QTI) as the primary tool, to measure the perceptions of the classroom teachers is investigated. The literature review also provides relevant literature and examples on effective

teaching in schools. Literature on what influences parent perceptions of a school concludes this chapter.

The methodology followed, and the methods used, to best answer the research questions are presented in Chapter Three. It describes the administration of the Questionnaire on Teacher Interaction (QTI) and the Parent Perception Questionnaire (PPQ) which includes both the qualitative and quantitative methods. Data are collated and analysed. Ethical issues are also discussed in this chapter.

Chapter Four is based upon the analysis of the data obtained through the QTI and the PPQ. Classroom profiles provided by the QTI data are analysed.

Chapter Five is based upon the similarities and differences of the QTI and the PPQ presented in three specific case studies. Analysis of the QTI and PPQ is completed on two teachers who are at different stages of their teaching and of the general leadership of the school.

Chapter Six concludes the study by presenting final conclusions and making some recommendations for further development for teachers of the Coastal School.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter examines literature in relation to the research project. To achieve this, it focuses on three main areas to answer the research questions. The first is the use of the Questionnaire on Teacher Interaction in gauging student perceptions of teacher interaction. The second is effective teaching and how this has influenced the parent perception of the teacher and the third is how leadership in education can influence the quality of teaching and perception of a school. This review on literature will demonstrate how parents' and students' perception of a school are inextricably linked to quality teaching and effective educational leadership.

2.1 Questionnaire on Teacher Interaction (QTI)

The Leary Model

The Leary model developed in 1957 is defined as "a two-dimensional representation of personality organized around two major axes". It is a model to describe the most important and fundamental traits of human nature. Leary proposed a two-dimensional model with two axes – a *Dominance/Submission* dimension and a *Cooperation/Opposition* dimension. Thus, the communication of both or all parties in an interaction can be described in terms of how cooperative they are (*Proximity*) and who is controlling the interaction and to what degree (*Influence*). Leary called this continuum the 'Affection-Hostility' axis. The Influence dimension indicates who is directing or controlling the communication, and how often. Leary also used the term Dominance-Submissions to describe the continuum of behaviours in the Influence Dimension (Wubbels, Creton, Levy, & Hooymayers, 1993; Wubbels & Levy, 1993).

Leary's original ideas were applied during the 1970s as a result of a Dutch 'Education for Teachers' research programme at the University of Utrecht (Wubbels & Levy, 1993). The first attempt at a model to map teacher interpersonal behaviour involved the use of an instrument, named the Interpersonal Adjective Checklist (ICL). While the ICL was deemed unsuitable, the ideas behind it were embraced.

The researchers in the Netherlands used the framework based on Leary's (1957) model of interpersonal behaviour to measure interpersonal behaviour. Wubbels et al. (1993) argued that all interpersonal behaviour can be conceptualised into positions somewhere on the two dimensions proposed by Leary and they believed that these two dimensions are both necessary and sufficient to describe the interpersonal behaviour. These also note that these two dimensions have also transferred easily to education

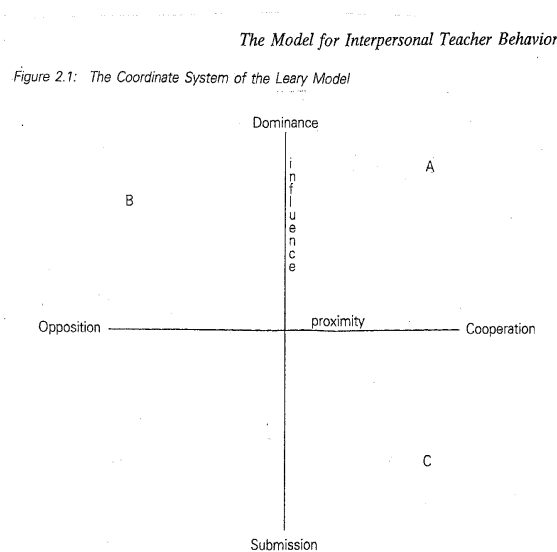


Figure 2.1. The model for teacher interpersonal behaviour.

In this diagram, the vertical axis represents the Influence dimension. A point at the top of the axis represents dominance in the interpersonal behaviour while the bottom of this axis is indicative of submission. Similarly on the horizontal axis, which represents the Proximity dimension, a point to the right indicates a high degree of cooperation while a point on the left indicates oppositional behaviour (Hooymayers, Wubbels, Creton, & Holvast, 1981). The Leary model allows for graphic representation of all human interaction. The behaviour of both (or all) parties in a discussion can be recorded on the chart according to how cooperative they are, who is controlling the discussion and to what degree (Wubbels et al., 1993).

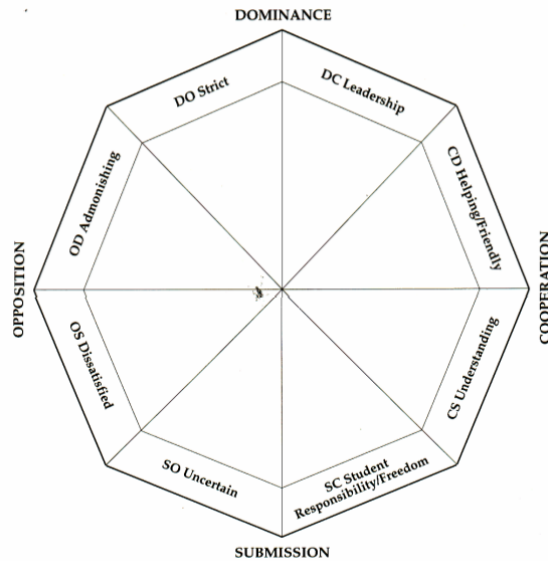


Figure 2.2. The model for interpersonal teacher behaviour from Wubbels & Levy, (1993).

Wubbels et al. (1993) modified Leary's model into the Model for Interpersonal Teacher Behaviour and labelled the sectors DC, CD, etc., according to their position in the coordinate system. The first of these is labelled DC. This is the Dominant-Cooperative sector where the teacher is perceived by students to be more dominant than cooperative. The teacher is perceived as displaying strong leadership characteristics in their interpersonal behaviour in this sector. A teacher displaying Leadership (DC) might be explaining something to the class, leading discussions, organising groups, and the like. The adjacent or second sector is labelled CD as the cooperative aspect is perceived as more pronounced than the dominant aspect. This sector is characterised by helping and friendly behaviour by the teacher. The Helping/Friendly (CD) sector includes behaviours of a more cooperative and less dominant character, and the teacher might be seen assisting students, behaving in a friendly manner toward students inspiring confidence and trust in their students.

The boundaries between sectors are not strict, as there is an overlap between neighbouring categories as well as an association between scales. The closer the sectors are to each other, the more closely they resemble each other and the more they represent similar teacher behaviours whereas opposite sectors reflect opposite behaviours for example Leadership versus Uncertainty. Wubbels et al. (1993), continued their research and adapted a theory of communication processes developed

by Watzwick, Beavin, and Jackson (1967) to investigate teachers' behaviour in the classroom from a systems perspective.

Within the systems perspective of communication, it is assumed that the behaviours of participants mutually influence each other. The behaviour of the teacher influences the behaviour of the students and in turn influences the students' behaviour. When applied in the classroom, the communication between teachers and students is found in the behaviour of teachers and students, as well as determining the behaviour of teachers and students. Students perceive both what the teacher is saying and the manner in which it is communicated. Creton et al. (1993, p. 6) stated the following with regard to teachers' communication, "The way it is received actually depends upon the history of the relationship, or the accumulation of all teacher and student molecular behaviours."

2.2 The Questionnaire on Teacher Interaction

The QTI was developed to assess student perceptions of these eight aspects of behaviour namely, Leadership (DC), Helping/Friendly (CD), Understanding (CS), Student Responsibility/Freedom (SC), Uncertain (SO), Dissatisfied (OS), Admonishing (OD) and Strict (DO) behaviour. The QTI was first constructed in the Netherlands between 1978 and 1984 (Wubbels, Creton & Hooymayers, 1985) and the original version of the QTI in Dutch language consisted of 77 items designed to measure secondary students' and teachers' perceptions of teacher interpersonal behaviour.

Its development involved four rounds of testing using different sets of items and adjusting this set of items (Wubbels & Levy, 1991). Focus group discussions with students, teachers and other researchers were held to test the validity of scale items and corresponding statistical analysis. The QTI consisted of eight scales symmetrically arrayed around orthogonal axes representing the two dimensions (see Figure 2.2).

Each item has a five-point response scale ranging from 'Never/Not at all'(0) to 'Always/Very'(4). The scores for each item within the same sector are added to obtain a total scale score. The higher the scores the more the teacher shows

behaviours from that sector. Scale scores are obtained for individual students and for the use of this research, the scores were combined to obtain the mean of all students in a class. The instrument was designed to be used either as a teacher self-report measure or as a measure of student perceptions (using the class as a unit of analysis) of teacher interpersonal behaviour. In this research, the QTI has been used in both instances and also used to identify associations between parents' perception of the same teacher.

After extensive analysis, the 77-item Dutch version was reduced to a 64-item version. This version was translated, validated and administered in the USA (Wubbels & Levy, 1991, 1993). The Australian version of the QTI containing 48 items was developed and validated at a later time (Wubbels, 1993). This version has been used extensively in Australia and Asia.

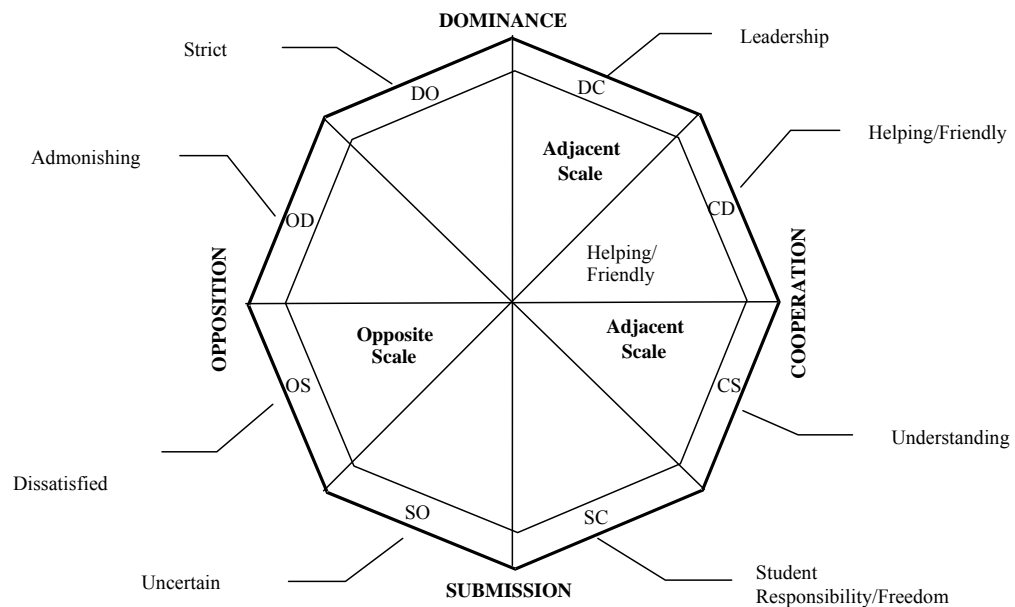


Figure 2.3 The model for interpersonal teacher behaviour (Fisher, Fraser, & Wubbels, 1993).

The QTI is composed of eight scales that assess the eight dimensions of teacher-student interaction. The scales are named: Leadership, Helping/Friendly, Understanding, Student Responsibility, Uncertain, Dissatisfied, Admonishing, and

Strict, Wubbels and Levy (1993). They provide a comprehensive description of teachers' interactions with their students.

Thus, a circular communication process develops. Consequently it is called a circumplex model. The circumplex property is typically confirmed when inter-scale correlations are examined (den Brok, 2001; Wubbels & Levy, 1991, 1993). The Leary model requires eight scales to be arranged in a circular order in the two-dimensional coordinate system, or graph. In terms of correlation between scales, this means that each scale should correlate highest with the scale next to it. As you move away from a scale the correlations should become lower until they reach the lowest point (highest negative) with the opposite scale (Wubbels & Levy, 1993).

Much of the research with the QTI has related teacher-student interactions with student outcomes. Generally, higher cognitive outcome scores and attitudinal outcomes are positively associated with leadership, helping, friendly and understanding teacher behaviours. Conversely, admonishing, dissatisfied and uncertain teacher behaviours are negatively associated with students' cognitive and attitudinal outcomes (Fisher & Rickards, 1997; Rawnsley & Fisher, 1997; She & Fisher, 2000; Wubbels and Levy, 1993).

The questionnaire has been used in many different countries with varying purposes and has been shown to identify the importance of the interpersonal interactions between teachers and their students and that this personal interaction has a marked effect on student achievement (Goh & Fraser, 1996).

Whether students' perceptions are valid or not, their perceptions do affect the way students work in these classrooms. Some have argued that over time, these perceptions become basically stable for a given classroom. However, classrooms of the same teacher can vary between classes (Wubbels, & Brekelmans, 1998). These researchers showed that the level of teacher experience does influence perceptions.

An initial use of the QTI in The Netherlands involved an investigation of relationships between perceptions on the QTI scales and student learning outcomes (Wubbels, Brekelmans & Hooymayers, 1991). Wubbels and Brekelmans (1998)

confirmed that student outcomes are indeed related to student perceptions of teacher behaviours.

2.3 Past uses of the QTI

The reliability and validity of the QTI have been established in several studies including international samples (Dutch samples: for e.g., Brekelmans, Wubbels, & Creton, 1990; Den Brok, 2001; Wubbels, Creton, & Hooymaners, 1985; Americansamples: Wubbels & Levy, 1991; Australian samples: Fisher, Fraser, & Wubbels, 1993). In a more recent research, Den Brok, Fisher, Brekelmans, Rickards, Wubbels and Levy (2003) in a study of teacher interpersonal behaviour in six countries, namely, the Netherlands, USA, Australia, Slovakia, Singapore and Brunei established the validity of the QTI in all six countries.

Feedback information based on student or teacher perceptions using the QTI can be employed as a basis for reflection upon, discussion of, and systematic attempts to improve learning environments (Fraser & Fisher, 1986).

Another use of the QTI in the Netherlands involved investigation of relationships between perceptions on the QTI scales and student outcomes (Wubbels, Brekelmans, & Hooymaners, 1991). Regarding students' cognitive outcomes, the more that teachers demonstrated strict, leadership and helping/friendly behaviours, then the higher were cognitive outcomes scores. Conversely, student responsibility and freedom, uncertain and dissatisfied behaviours were related negatively to achievement.

The QTI also has been used to develop typologies of teacher interpersonal behaviour in the Netherlands (Wubbels, Brekelmans, Creton, & Hoomayers, 1990). Eight typologies of interpersonal teaching styles were developed by Brekelmans, Levy, and Rodriguez, (1993). Teachers behavioural patterns were categorised as one of the eight teacher types; directive, authoritative, tolerant/authoritative, tolerant, uncertain/tolerant, uncertain/aggressive, repressive, and drudging. Brekelmans et al. (1993) explains explicitly the characteristics of these typologies developed after number of studies. In two studies in the USA, Wubbels and Levy (1991) gathered QTI data from 66 classes and Levy, Rodriguez, and Wubbels (1992) collected QTI

and observation information from 28 classes (Wubbels & Levy, 1993). The classroom observations allowed the researchers to come up with the following descriptions for these teacher types.

The directive type (characterised by a well-structured task-oriented learning environment) and the tolerant/authoritative type (characterised by a pleasant well structured environment in which the teacher has a good relationship with students) were types associated with the greatest student cognitive and affective gains. Some characteristics displayed by the teacher in these classrooms include the lessons being organized efficiently and all lessons are completed on time. The tolerant/authoritative type teacher displays characteristics where he or she is enthusiastic and open to students' needs and the teaching methods are varied. (Wubbels & Levy, 1993, p. 50).

The uncertain/aggressive (characterised by an aggressive kind of disorder) and uncertain/tolerant teacher types were associated with the lowest student gains. The teachers' communication style in these classrooms maybe highly cooperative with little leadership. The teacher has difficulty in managing student behaviour and the students know it. They seize every opportunity to be disruptive and continually provoke the teacher (Wubbels & Levy, 1993, p. 50).

The Dutch and the American views on the communication style of the tolerant type teacher are different. The view of the Dutch is that this teacher's communication style creates an atmosphere that is pleasant and supportive. The students have a real opportunity to influence curriculum instruction and the ability to match the subject matter with their learning style. The American view of the tolerant teacher depicts someone who is disorganised. The students are given a task and left to complete it. The teacher is more interested in the students' personal lives rather than academic achievement (Wubbels & Levy, 1993, p. 50). When matching the typologies to the teachers of the Coastal School, both views of the Dutch and Americans can be identified. This is discussed further in Chapter Four.

The authoritative teacher's communication style has a classroom that is well-structured, pleasant and task-orientated. The teacher is enthusiastic and open to

students' needs and considered to be a good teacher by students. (Wubbels & Levy, 1993, p. 50).

In one of the first uses of QTI in Australia (Fisher, Fraser, & Wubbels, 1993), associations were investigated between teachers' perceptions of their work environment using the School Level Environment Questionnaire (SLEQ), and students' and teachers' perceptions of their classroom interactions (Fisher & Fraser, 1990). Results from this study indicated that relationships between SLEQ and QTI scores generally were weak, thus suggesting that teachers believed that they had considerable freedom to shape their own classrooms regardless of their school environment.

Generally, the dimensions of the QTI have been found to be associated significantly with student attitude scores. In particular, students' attitude scores are higher in classrooms in which students perceived greater leadership, helping/friendly, and understanding in their teachers' interpersonal behaviours. Conversely, students' attitude scores were lower in classrooms in which students perceived greater uncertainty, dissatisfaction, admonishing, and strictness in their teachers' interpersonal behaviours. In one study, it was concluded that, if biology teachers want to promote favourable student attitudes in their class and laboratory work, they should ensure the presence of these interpersonal behaviours (Henderson, Fisher, & Fraser, 2000).

Waldrip and Fisher (2003) used the QTI to identify exemplary science teachers. They showed that the QTI was able to identify and describe those teachers that were very good and exemplary and conversely those teachers who were seen as strict, dissatisfied and admonishing. They discussed the difficulties in identifying which teachers are exemplary as although teachers can exhibit characteristics of exemplary teachers they might lack the competencies to combine these components and teach effectively in the classroom. There has been research done to see if exemplary teachers do in fact raise student achievement and calls for more research to be done in this area (Waldrip, & Fisher, 2003).

Waldrip and Fisher also discuss that the key to improving student achievement is by teachers creating learning environments that include behaviours typical of the four scales on the QTI of leadership, helping/friendly, understanding and student responsibility (Waldrip & Fisher, 2003).

An advantage in using the QTI is the construction of a teacher profile for each classroom teacher and in identifying a typology that is best matched to the classroom teacher. The QTI, teacher profile and typology has been the foundation of the research described in this thesis.

2.4 Leadership

Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). For example, Tew (1994) discussed characteristics of a good leader in a sporting context:

Vision and passion are vital. A good leader must be a visionary and be able to conceptualise and 'sell' a picture of the future. A good leader must be a good communicator to articulate visions at many levels.... A role model... people follow actions not words... have the attributes of integrity and honesty.... and must be organised (p. 188).

Gilbertsen, Blyde, Gianotti, and Gilbertson (1999, p. 154) described a survey carried out by Blyde and Bebb in 1996 of 770 executives in New Zealand and Australia which asked what "they believed the 'essence' of leadership to be". The four key themes which emerged were that effective leaders:

1. provide future direction (in particular they provide 'vision' and are 'future focused');
2. have respected characters (are strong role models);
3. inspire and motivate;
4. have excellent people skills (in particular, empowering others and achieving through others)."

There are common themes that are evident in both the business and sporting context. Research carried out in Australia and the USA in primary and secondary schools (Fisher & Cresswell, 1998) suggested that similar attributes are required of the leader in an educational setting.

Lundstedt (1998) recognised that a constant challenge for the CEO [Principal] remains to continue to search for a proper balance between individual needs and the needs of the corporation [school] (p. 4). Payne, Cangemi, and Fuqua (1998) suggested that, leaders who create workplace environments which empower their employees realise the importance of strong leadership, trust, culture, and communication (p. 141).

In a New Zealand school setting, it is essential for good governance and management of a school, that the principal has a sound and supportive working relationship with the board. In its governance role the board is primarily responsible, through its charter, for establishing school strategic learning and achievement goals. The board supports the principal's management role by providing the delegated authorities in curriculum, administration, personnel and finance matters to allow the principal to manage effectively. Principals need to have a high level of interpersonal and communication skills. The job demands the ability to handle complex human relationships effectively and positively. The principal has a leadership role in facilitating educational goal setting and leading learning in the school. The principal is also required to develop, strengthen partnerships between, the staff, the board of trustees and the community.

So, what is leadership? Tew (1994) wrote that, a leader is a person who has influence with people, which causes them to listen and agree on common goals, to follow his or her advice, and to take action toward these goals. And he continued with this theme, stating:

A leadership position can be gained by appointment, by election, or by using some form of power such as wealth or prestige, or it can be earned. Earned leadership is the most effective because those who occupy leadership positions but are unable to influence people's action

without use of authority will not be successful long term. In other words, the ability to influence people is gained through respect, honesty, credibility and performance (p. 181).

Priest and Gass (1997) wrote that:

Leadership is a process of influence. In most informal groups leaders influence other group members to create, identify, work toward, achieve, and share mutually acceptable goals. Often in such situations more than one group member emerges to fulfill different leadership responsibilities (p. 3),

Gilbertson et al. (1999) present four schools of thought as approaches to understanding leadership. These are:

1. Great Man/trait approaches. This approach asserted that only a few ‘great men’ could be leaders and that their leadership derived from their inherited superiority.
2. Leadership behaviour approaches. This approach studied the behaviours and actions of leaders and two basic forms of leader behaviour (have been identified) which have come to be known as ‘task-oriented’ and ‘person-oriented’ behaviour.
3. Situational/contingency approaches. These attempt to identify aspects of the situation that ‘moderate’ the relationship leadership style and leadership effectiveness.
4. Transformational/charismatic leadership. These borrow from Bass (1990) who developed a “model that identified four key components of leadership: charisma, inspiration, intellectual stimulation and individualised consideration.”

Bass' theory of leadership states that there are three basic ways to explain how people become leaders (Bass, 1990; Stogdill, 1989). The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.
- People can choose to become leaders. People can learn leadership skills. This is the Transformational or Process Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

Leaders influence others by establishing school systems, routines, and resources that make a difference to how teachers teach and how students learn (Robinson, Hohepa, & Lloyd, 2009). Research on school leadership has identified that principals have a critical role in leading an education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century (Ministry of Education, 2008).

One thing leadership is not, is management, but there is some debate about the differences between leadership and management. Gilbertson et al., (1999) commented that although pushing for leadership is not wrong in and of itself, it would be detrimental to push leadership and ignore the need for capable management.

Robinson et al. (2009, p. 68) suggested that managing is about maintaining operations and routines; leadership is about garnering support for their reconsideration and possible change. This distinction should not be drawn too sharply, however, for managers need leadership skills (to be influential) and leaders need management skills (to understand how routines and systems inhibit or support possible change).

Elmore puts this plainly when he defines educational leadership as the “guidance and direction of instruction improvement” (Elmore, 2004, p. 13). The purpose of educational leadership is not only (for example) to develop a cohesive culture, have good communication channels with staff and students, and monitor and evaluate instruction – it is to do all these things in a manner that improves teaching and learning (Robinson et al., 2009, p. 69). Educational leadership is leadership that causes others to do things that can be expected to improve educational outcomes for student (p. 70).

In reviewing some of the literature on leadership for the purposes of this study a combination of transformational leadership with a combination of pedagogical and instructional leadership seemed more relevant to school leadership in 21st century schools.

Transformational leadership has its origins in James McGregor Burns’ 1978 publication, *Leadership*. The focus of his work was leader-follower relations in different types of organization. Burns was interested in how some leaders were able to motivate followers to move beyond self-interest and to pursue the larger goals of the group or organization. Transformational leaders are able to inspire their people with a vision that energises them and encourages them to work collaboratively toward a common goal (Robinson et al., 2009).

Burns’ theory was developed further in the 1980s by Bass and his colleagues. In their view, transformational leadership theory built on (rather than competed with) transactional leadership theory. In transactional leadership, the leader specifies what is expected and provides consequences for meeting or not meeting those expectations.

Transformational leaders are thought to employ four influence processes:

- Individualized consideration: giving personal attention to staff so they feel uniquely valued;
- Intellectual stimulation: encouraging creativity and new ways of thinking about old issues;

- Inspirational motivation: communicating optimism and high expectations;
- Idealized influence: providing a vision and a sense of purpose that elicit trust and respect from followers.

Transformational leadership is a theory of leadership, not a theory of educational leadership. Its original purpose was to explain how leaders make an impact on adults ('followers'), not to explain how leaders make a difference to students. So, transformational leadership pays homage to theories of adult motivation, loyalty, commitment, teamwork, and power relations – not to theories of teaching and learning. By contrast, the origins of pedagogical leadership are found in rich observations of how leadership is exercised in schools where the students perform at levels that are well above or well below what would otherwise be expected. From the very beginning, therefore, pedagogical leadership was designed to identify those leadership practices that make a difference to students' learning (Robinson et al., 2009, p. 91).

Transformational leadership has traditionally emphasized vision and inspiration, while pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum, and evaluating teachers and teaching (Robinson et al., 2009, p. 38). Given transformational leadership's emphasis on relationships and pedagogical leadership's emphasis on educational purposes, one could argue that both theories are needed. Transformational leadership is increasingly incorporating elements that are specifically educational, and pedagogical leadership is attending to relational matters such as consensus on school goals (Robinson et al., 2009).

Hattie (2009) suggests there are at least two major forms of leadership: instructional leadership and transformational leadership. Instructional leadership refers to those principals who have their major focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high teacher expectations for teachers and students. Transformational leadership refers to those principals who engage with their teaching staff in ways that inspire them to new levels of energy, commitment, and moral purpose such that they work collaboratively to overcome challenges and reach ambitious goals (Hattie, 2009). It is school leaders who

promote challenging goals, and then establish these goals together that have the most effect on student outcomes (Hattie, 2009).

Principals who create a school with high student responsiveness and high expectations rather than bureaucratic control, who create a climate of psychological safety to learn, who have clear and high expectations, and who create a focus of teacher discussion on student learning can have a greater influence (Hattie, 2003).

School leaders who focus on students' achievement and instructional strategies are the most effective (Henchey, 2001; Teddlie & Stringfield, 1993). It is leaders who place more attention on teaching and focused achievement domains (Hallinger & Murphy, 1986) who have the higher effects.

The more leaders focus their influence, their learning, and their relationship with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes (Robinson et al. 2007, p. 23).

Aspects of educational leadership specific to the principals role include setting strategic goals intended to enhance teaching and learning, obtaining and managing the resources needed to achieve those goals. Leading change, problem solving, building relational trust, and managing complex issues that occur in any school community (Ministry of Education, 2008).

Principals are accountable, with their boards of trustees to their community and local iwi (Ministry of Education, 2008).

School leaders who develop a climate of mutually trusting relationships with staff will be essential to fostering the kinds of innovation, creativity and confidence that will address new complexities in student learning (Ministry of Education, 2008).

Principals need to have the kinds of leadership skills and understandings that will help them maintain the best possible conditions for teaching, learning and building community confidence in the school. Building strong learning communities where

there is a shared commitment to investigating, exploring and evaluating practice is a critical leadership responsibility (Ministry of Education, 2008).

As with student-teacher interpersonal relationships, quality relationships between principals and teachers, are pivotal. Building trusting and learning-focused relationships between principals and teachers within and beyond the school is central to the principal's role (Bryk & Schneider, 2002). Principals know how important building and sustaining good community relationships is to the well-being and culture of their schools. Relationship building prepares the ground for creating partnerships between the school and its community, invariably benefit both teaching and learning (Ministry of Education, 2008). A principal's ability to establish relational trust among all members of the school community contributes to building a collaborative learning culture that can help bring the school community together around the core values that underpin the vision (Ministry of Education, 2008)

Effective principals also work with local parents and caregivers on home-school partnerships that ensure all students are welcome and their learning needs addressed. Partnerships that succeed in engaging parents with the learning of their children have been shown to contribute to improved student outcomes (Biddulp et al., 2003). Effective principals get the relationship right and tackle the educational challenges at the same time – incorporating both, simultaneously, into their problem solving (Robinson, 2007).

The people who make up a school community are not typically of one mind on many issues. There will often be a range of views across different interest groups on educational matters. Effective principals are sensitive to these differences and work within groups and individuals to develop common understandings, and ideally consensus, on key educational issues. (Ministry of Education, p. 21, 2008)

Some key messages that seem relevant to leadership in education from the Best Evidence Synthesis Iteration (Robinson et al., 2007) are:

- The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students

- Effective educational leadership requires in-depth knowledge of the core business of teaching and learning. It also requires detailed knowledge of the importance of effective school-home connections and how to foster them when the educational cultures of school and home are different.
- Leaders must also build trust relationships if they are to engender and sustain improvements in teaching and learning. Leaders who show regard for others, and treat them with respect, and are seen by them as competent and having integrity are trusted.
- Leadership rather than leaders is what is needed.
- More closely integrating leadership theories and practice with the evidence concerning effective teaching and learning.

Leadership is the catalyst of a principal who has set clear priorities and goals that are followed through with effective strategy (Marzano et al., 2005).

Leadership in the Coastal School has been a key factor in creating a negative perception in the community about the Coastal School. The Principal and the leadership of the Coastal School have been scrutinized in the Education Review Office report during the time of this study, the teaching staff, however, are not entirely blameless in their contribution to the negative perception of the Coastal School as discussed in Chapter Five.

Willims (2000) concluded that, the pressure and support for change needs to be directed at particular teachers within schools, not simply at entire schools (cited in Hattie, 2009, p. 241). Muijs and Reynolds (2001, p. vii) asserted that, all the evidence that has been generated in the school effectiveness research community shows that classrooms are far more important than schools in determining how children perform at school (cited in Hattie, 2009, p. 73), Konstantopoulos (2005) suggests that it appears that the teachers students are assigned to, may be more important than the schools they attend (cited in Hattie, 2009, p. 72).

2.5 Effective Teaching

In researching what is effective teaching, the researcher struggled to provide a single statement to incorporate the range of skills that a teacher needs to become effective. A simplistic view, is a combination of skills that teachers need and how he or she uses those skills effectively in their classrooms. Cochrane-Smith (2003) reminded us of the complexity involved in teaching and the mishap we create by attempting to over-simplify descriptions of the process. Effective teaching is simply defined as the ability to help students learn effectively.

Smith (1995) suggested that learning ‘is a consequence of experience’ (p. 588). He argues that education and therefore teaching should be focused on the creation of ‘appropriately nourishing experiences so that learning comes about naturally and inevitably’. He states that schools should focus less on ‘talking about learning and teaching’ and ‘more about doing’ (p.589).

Quality teaching for diverse learners is defined as pedagogical practices that facilitate all students’ access to information and ability to engage in classroom activities and tasks in ways that facilitate learning related to curriculum goals (Alton-Lee, 2003). It encompasses many dimensions of teacher knowledge and teacher practice (e.g., content knowledge, pedagogical knowledge, pedagogical content knowledge, assessment, curriculum alignment) and occurs in a range of ways from direct interaction with students to the cumulative pedagogical actions of a teacher in creating an effective learning environment (Earl, Timperley & Stewart, 2008).

In ‘*Best Evidence Synthesis: Quality Teaching for Diverse Learners*’ (a synthesis of research findings of evidence linked to student outcomes) Alton-Lee (2003) identified 10 characteristics of quality teaching:

1. Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.
2. Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities.

3. Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning.
4. Quality teaching is responsive to student learning processes.
5. Opportunity to learn is effective and sufficient.
6. Multiple task contexts support learning cycles.
7. Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned.
8. Pedagogy scaffolds and provides appropriate feedback on students' task engagement.
9. Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.
10. Teachers and students engage constructively in goal-oriented assessment.

Our best evidence internationally is that what happens in classrooms through quality teaching and through the quality of the learning environment generated by the teacher and the students, is the key variable in explaining up to 59%, or even more, of the variance in student scores. (Alton-Lee, 2003).

Rowe and Rowe (1993, p. 15) stated that “on the basis of our findings to date it could be argued that effective schools are only effective to the extent that they have effective teachers”. (cited in Hattie, 2009, p.72)

Hattie (2009) suggests the following teacher contributions to student learning:

- The quality of teaching – as perceived by the students;
- Teacher expectations;
- Teacher s’ conceptions of teaching, learning, assessment, and the students- this relates to teachers’ views on whether all students can progress and whether achievement for all is changeable (or fixed), and on whether progress is understood and articulated by teachers;
- Teacher openness-whether teachers are prepared to be surprised;
- Classroom climate-having a warm socio-emotional climate in the classroom where errors are not only tolerated but welcomed;

- A focus on teacher clarity in articulating success criteria and achievements;
- The fostering of effort;
- The engagement of all students.

Hattie (2009) states ‘not all teachers are effective, not all teachers are experts, and not all teachers have powerful effects on students. The important consideration is the extent to which they do have an influence on student achievements, and what it is that makes the most difference.

Hattie (2003) presented a paper at the Knowledge Wave 2003 The Leadership Forum in 2003. His task was to provide a snapshot of the major issues, as he saw them, relating to New Zealand Years 1-13 education and to recommend the major debates that our leaders need to address. Hattie (2003) identified a major issue in New Zealand’s education system as the teachers not the schools! Hattie (2003) states the need to support what he sees as the new direction from the Ministry of Education to highlight teachers and teaching as the policy focus. The need to ensure that the influence of teachers is optimised to have powerful and sensationally positive effects on the learner. The need to direct attention at higher quality teaching, and have higher expectations about the challenges that teachers set for students - and these effects on achievement occur once the classroom door is closed and not by reorganising which or how many students are behind those doors, by promoting different topics for these teachers to teach, or by bringing in more sticks to ensure teachers are following some “teacher proof” policy.

Effective teaching is much more than a set of prescribed behaviours; it is an activity that integrates a teacher’s existing cognitive structures (knowledge, beliefs, and attitudes) and every aspect of the situation in which they practice (Spillane, Reiser, & Reimer, 2002). Failure to recognise the centrality of teachers’ abilities, dispositions, and working relationships in professional development efforts has been tied to the “predictable failure of school reform” (Fullan, 1993; Sarason, 1990). As Fullan (2003, p. 117) asserts “educational change depends on what teachers do and think – it’s as simple and as complex as that.” If teachers can realise the significance in terms of working toward a positive and appropriate relationship with their students,

this can enhance the learning environment and contribute to the overall quality of a successful and nurturing educational system (Hattie, 2009, p. 108).

Teaching is far more than simply transferring information, it is the engaging of minds to seek out answers (Gurney, 2007). Strong, Silver and Robinson (1995) put forward the acronym, SCORE, to suggest a model of student engagement. This could be applied as a blue print for the teacher;

- S: The Success of mastery of the subject that you teach.
- C: The Curiosity that every teacher should have entrenched in their teaching. A teacher who is not curious has lost a critical portion of the passion for learning.
- O: Originality – a teacher who is passionate about the teaching process will be creative; will be constantly seeking new ways of engaging and challenging students.
- R: Relationships are central to the effective classroom and teachers are crucial in the nurturing of opportunities for students to engage with subjects that at senior levels can lead to a life-long interaction with the subject.
- E: To maintain this process the teacher needs Energy. This is something that schools do not always provide, and teachers in general need the time to reflect; to re-energise and to regenerate their focus on the learning process. It is an essential ingredient in the effective classroom that is too often ignored.

(SCORE acronym adapted from Strong et al., 1995: pp. 9-11)

In essence, a teacher who brings a passion for teaching to the subject, and takes responsibility for the creation of an environment that allows for the sharing and enjoyment of that knowledge, will be creating an effective learning climate (Gurney, 2007).

A booklet on the generic aspects of effective teaching has been prepared for inclusion in the Educational Practices Series developed by the International Academy of Education. One mission of the International Academy of Education is to foster scholarly excellence in all fields of education. As part of this mission, the Academy provides timely syntheses of research on educational topics of international importance. Teaching, by Brophy (1999) is the first in a series on educational

practices that generally improve learning. It focuses on the most central act of education—teaching.

- A supportive classroom climate - students learn best with cohesive and caring learning communities;
- Opportunity to learn - students learn more when most of the available time is allocated to curriculum related activities and the classroom management system emphasises maintaining their engagement in those activities.
- Curricular alignment - all components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purposes and goals;
- Establishing learning orientations - teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies;
- Coherent content - to facilitate meaningful learning and retention, content is explained clearly and developed with emphasis on its structure and connections;
- Thoughtful discourse - questions are planned to engage students in sustained discourse structured around powerful ideas;
- Practice and application activities - students need sufficient opportunities to practice and apply what they are learning, and to receive improvement-orientated feedback;
- Scaffolding students' task engagement - the teacher provides whatever assistance students need to enable them to engage in learning activities productively;
- Strategy teaching - the teacher models and instructs students in learning and self – regulation strategies
- Co-operative learning - students often benefit from working in pairs or small groups to construct understandings or help one another master skills;
- Goal-oriented assessment - the teacher uses a variety of formal and informal assessment methods to monitor progress toward learning goals.
- Achievement expectations – the teacher establishes and follows through on appropriate expectations for learning outcomes.

Although twelve principles are highlighted for emphasis and discussed individually, each principle should be applied in conjunction with the others. That is, the principles are meant to be understood as mutually supportive components of a coherent approach to teaching (Brophy, 1993).

As we take up the challenges of recent research we will discover that we have much more profound effects on students' abilities, ways of thinking and remembering, than we have so far imagined (Nuthall, & Alton-Lee, 1998).

Effective teachers have good communication and interpersonal skills since classroom interaction demands a two-way process of exchange of information. Educators believe that good relationships between teachers and students are important in the learning process. Studies investigating associations between interpersonal relationships and student outcomes have shown that particular teacher-student relationships are more effective for student achievement and attitudes than others (Fisher & Khine, 2006).

Arends (2004) is of the view that establishing authentic relationships with students is a prerequisite to everything else in teaching. Getzels and Thelen (1960) suggested that teacher-student interaction is powerful force that can play a major role in influencing the cognitive and affective development of students. Hargreaves (1975) stated that 'it is the teacher, then, who is the principal creator of the climate that prevails in the classroom; the pupils' response is largely determined by the teacher's behaviour' (p. 116).

Effective teaching is not only a matter of applying the principles of teaching but adapting these rules to the teacher's own personal strengths and teaching context. It involves setting up teaching and learning aspects so that students are fully engaged in the various actions needed to achieve the desired outcomes (Biggs, 1999). Several aspects include motivation that could initiate learning and maintain engagement during learning. Setting the classroom climate that builds on mutual trust among the stakeholders in the classroom would likely strike the right balance for optimal learning. Drawing out the specific teaching/learning tasks that best serve the needs of the students is an aspect that needs focus. Teaching methods must shift from that

of giving out information to one where students are taught how to access, evaluate and utilize information (Bryers, 2001; Hansen & Wolfskill, 1998; Spencer, 1999).

Arends observed “effective teaching requires careful and reflective thought about what a teacher is doing and the effect of his or her action on students’ social and academic learning” (2004, p. 21).

There have been some positive examples of effective teaching practices at the Coastal School. Classroom management by the teacher has been an issue for some teachers and this has been reported on in some of the responses made by the parents of the students in the PPQ and the QTI results completed by some of the students. If the teaching is not effective in a school the students will talk to their parents and the parents will talk to whoever will listen. The negative perception of the school can have negative effects on the number of student enrolments as seen at the Coastal School.

2.5 Summary

This chapter examines literature related to the research project. It focuses on three main areas to answer the research questions. The first is the use of the Questionnaire on Teacher Interaction in gauging student perceptions of teacher interaction. The second is how leadership in education can influence the quality of teaching and perception of a school and the third is effective teaching and how this has influenced the parental perception of the teacher. This review on literature has demonstrated how parents’ and students’ perceptions of a school are inextricably linked to quality teaching and effective educational leadership.

Chapter Three describes the research methods employed in the study. The QTI was used as the primary tool in the collection of data at the Coastal School. The Parent Perception Questionnaire (PPQ) was created to identify the perceptions of the parent community within the Coastal School. The QTI data were used to identify associations of the QTI scales with parent perceptions. Chapter Three explains the data that were collected with the QTI and PPQ and the method of this collection.

Details on the sample used and the ethical considerations have also been included in the Chapter. How the collected data were interpreted concludes Chapter Three.

CHAPTER 3

METHODS

3.0 Overview

This chapter describes the research methods employed in the study. To obtain data from as many people as possible, it was necessary to develop and use questionnaires. The QTI was used as the primary tool in the collection of data at the Coastal School. The QTI data were used to identify associations of the QTI scales with parent perceptions. The Parent Perception Questionnaire (PPQ) was created to identify the perceptions of the parent community within the Coastal School. Qualitative methods were used to add strength to the findings from QTI and PPQ. This chapter explains the data that were collected with the QTI and PPQ and the method of this collection. Details on the sample used and the ethical considerations have also been included in the chapter. How the collected data were interpreted concludes this chapter.

The overall aim of the study was to investigate student and parents' perceptions of the teacher-student interactions in a school. Thus, to achieve this aim the purpose was to:

- document the findings and report on associations between the parent perception and student perception of the teaching and learning in the classroom; and
- interpret the findings and report on associations between effective classroom teachers and parents' perception of the classroom teacher and the school.

In order to achieve the aim in a manageable way, the research sought to answer a number of questions.

1. Is the QTI a reliable and valid questionnaire for use in primary classrooms in New Zealand?

2. What are the student perceptions of the teachers' interpersonal behaviour in a New Zealand primary school?
3. What are the QTI profiles of the different classrooms in a primary school in New Zealand?
4. What are the parent's perceptions of the school and of their child's classroom teacher?
5. What are the similarities and differences between parents' and students' perceptions of classroom teachers in a primary school in New Zealand?

3.1 Methods

Questionnaires are often used to survey opinions of large numbers of people who provide anonymous replies. This method is a quick and effective way of gathering a great deal of information from people. The items in a questionnaire are standardised and usually the respondents are randomly selected. For reasons presented in the literature review, the 48-item version of the QTI and three attitude scales were selected for this study (Fisher, Henderson, & Fraser, 1995; Fraser, 1981) to investigate teacher-student interactions and their effects on attitudes. This section notes the selection of the attitude scales and the use of these scales and the QTI to collect quantitative data from the participants.

Qualitative data are different in nature to quantitative data. They allow researchers to explore ideas, interpret, debate and amplify ideas about their classroom environment. They enable the researcher to see new insights in the qualitative data and reinforces, or falsifies the data (Popper, 1963). Thus, it was decided to collect both quantitative and qualitative data in this study. The quantitative data were collected using the Questionnaire on Teacher Interaction and the Parent Perception Questionnaire. The qualitative data were gathered by way of a small focus group meeting with parents who had completed the PPQ. These two approaches are discussed further in the following sections.

3.2 Quantitative method

The QTI was the primary data gathering tool, and this study is unique in that it is the first study to use this Questionnaire on Teacher Interaction (QTI) in a New Zealand

primary school (see Appendix A). Furthermore, the creation and use of a Parent Perception Questionnaire (PPQ) to gather information on parents' perceptions of the teachers and school was a new idea (see Appendix B).

As discussed earlier, interpersonal teacher behaviour was measured using the Questionnaire on Teacher Interaction [QTI] (Wubbels, Brekelmans & Hooyman, 1991). As presented in Chapter 2, a two-dimensional model proposed by Leary (1957) formed the basis for the development of the QTI. Teacher behaviour is mapped using a Proximity dimension (Cooperation, C - Opposition, O) and an influence dimension (Dominance, D - Submission, S). Each of the items of the QTI is assigned to one of eight scales: Leadership, Helping/Friendly, Understanding, Student Responsibility/Freedom, Uncertain, Dissatisfied, Admonishing, and Strict behaviour (Wubbels & Levy, 1993). Typical behaviours for each scale are described in Table 3.1 together with a sample item from each scale. More detailed descriptions of the model is given in Wubbels, Creton, Levy, and Hooyman (1993) and Wubbels and Levy (1993) and its previous use is summarised in Chapter 2. Thus, the QTI is composed of eight scales that assess the eight dimensions of teacher-student interaction that provide a comprehensive description of teachers' interactions with their students.

Table 3.1

Description of Scales and Sample Items for Each Scale of the QTI

Scale Name	Description of Scale (The extent to which the teacher...)	Sample Item
Leadership	...leads, organises, gives orders, determines procedure and structures the classroom situation.	This teacher knows what is going to happen next in this class.
Helping/Friendly	...shows interest, behaves in a friendly or considerate manner and inspires confidence and trust.	This teacher helps us with our work.
Understanding	...listens with interest, empathises, shows confidence and understanding and is open with students.	This teacher trusts us.
Student Responsibility	...gives opportunity for independent work, gives freedom and responsibility to students.	This teacher allows us to take responsibility for what we do.
Uncertain	...behaves in an uncertain manner and keeps a low profile.	This teacher allows us to tell him/her what to do.
Dissatisfied	...expresses dissatisfaction, looks unhappy, criticises and waits for silence.	This teacher thinks that we cheat.
Admonishing	...gets angry, express irritation and anger, forbids and punishes.	This teacher gets angry quickly.
Strict	...checks, maintains silence and strictly enforces the rules.	This teacher is strict.

This study builds on previous work with the QTI. Studies similar to an initial use of the QTI in The Netherlands involving an investigation of relationships between perceptions on the QTI scales and student learning outcomes (Wubbels, Brekelmans, & Hooymayers, 1991). Wubbels and Brekelmans (1998) confirmed that student outcomes are indeed related to student perceptions of teacher behaviours.

An Australian version, established in 1993 by Fisher, Fraser, and Wubbels (1993) uses 48 items and a five-point response scale (Fisher & Rickards, 1996). This version has been used in many studies involving Australian schools. In these studies the QTI has been verified as both valid and reliable (Fisher, Fraser, & Wubbels, 1993; Fisher, Fraser, Wubbels, & Brekelmans, 1993; Fisher, Rickards, & Fraser, 1996; Fisher & Waldrup, 1999).

The QTI was selected for the purposes of this study for a number of reasons, including that it is a good measure of interpersonal relationships; it was practical to

administer to all students in the time allocated and the collation of data was efficiently managed.

The PPQ was primarily developed to gauge the perception of parents toward the effectiveness of the teacher interaction with their own child. It was important to gauge the parent perception for a number of reasons. First, to identify what perception they had of their child's teacher. Secondly, to identify a correlation between how the parent perceived the classroom teacher and whether this had an effect of how they perceived the school. The third reason was to obtain the parents' perception of the teacher and whether their perception either supported or refuted some aspects identified by their child, in the QTI.

Time restricted the researcher in getting the questionnaire out to all students before the end of 2009, with an added complication where the Principal of the last 15 years of the Coastal School suddenly resigned over the Christmas holiday period. Year 8 students of 2009 had since moved on to various secondary schools in 2010 and Year 7 students of 2009 had moved into the senior part of the Coastal School as Year 8 students. An interim Principal was appointed at the Coastal School for a six month period while a more permanent Principal was being recruited. It was therefore important to get the views of the parents before they became distorted over time. The questions therefore were posed to the parents using the past tense based upon the 2009 academic year.

3.3 Qualitative method

Qualitative information was used in refining information obtained from the questionnaires and in seeking explanations to patterns identified through statistical analysis of the quantitative information (e.g., why boys' or girls' perceptions differ, why students' and teachers' perceptions differ; how teacher interpersonal behaviour affects student outcomes). Qualitative research is holistic in its approach and begins with a search for understanding the larger meaning (Janesick, 1994)

A qualitative component in this research was in the form of focus group meetings with a small group of parents who had completed the PPQ. Specific responses to the

PPQ guided the researcher to identify specific parents to interview. The focus group meeting was facilitated by the researcher to clarify and gain a better understanding of the responses stated. Ten parents were identified, five from each year level group. Two meetings were facilitated by the researcher and were attended by five parents of year 7 students and five parents of year 8 students. The two focus group meetings were held over a period of two weeks in the school staffroom.

3.4 Sample

The student sample for the QTI was obtained from classes at the primary level of the Coastal School in New Zealand. The sample is co-educational and the classes are Year 7 and Year 8 students (11-13 year olds) of 2009. The total sample comprised 379 students and their 16 classroom teachers. All teachers participated and results of the QTI have been presented back to the staff.

Thus, the database consisted of the responses of 16 classroom teachers and their 379 students to the QTI and was used in further validating the QTI in terms of reliability and ability to differentiate between the perceptions of students in different classrooms. The circumplex nature of the QTI was also checked.

3.5 Data collection

The Principal and Board of Trustees were the initial point of contact in the school in order to gain informed consent prior to any research being undertaken in the school. This included the nature and type of data to be collected, the means of collection and the uses to which it is intended (see Appendix J).

The QTI was completed in October 2009. The QTI was administered by the Deputy Principal of the school to ensure the questionnaire was completed with impartiality. In administering the QTI for students to complete, the scales were explained to avoid possible confusion with some students. Students were not required to give their names on their questionnaires.

Parent and student consent was obtained earlier from the participants. Consent also included qualitative interviews that were required. 379 students completed the QTI

questionnaires. The questionnaires were completed in their class groups. All questionnaires were collected as the students exited the school hall.

The PPQ was issued February 2010. For the Year 8 students who had left the Coastal School the PPQ was posted out to their home addresses. Of the 171 PPQ posted out, 72 were returned. There were 175, Year 7 students of 2009, who were now Year 8 students of 2010. The PPQ were given to the students to take home for their parents to complete and return to the School. Of the 175 sent home, 109 were returned completed. Thus, the database consisted of 181 parent responses of the Year 7 and Year 8 students of the Coastal School.

The data collected were stored on computer while analyses were completed. The data files will be maintained electronically for five years after which they will be destroyed. All raw data will be stored in a safe and secure place at Curtin University campus through the Science and Mathematics Education Centre. During the study, the data were archived in CD format. The questionnaires have been placed in secure storage with the researcher and will be destroyed five years after completion of this study.

3.6 Ethical considerations

Both quantitative and qualitative data were collected in this study and data collection spanned over a three month period. The researcher was personally involved in all follow up interviews involving the PPQ.

Permission to collect data from participants took two months, from administering the QTI with 16 classrooms to the completion of the analysis of the data obtained. After obtaining Board approval to collect data using the QTI and the PPQ, permission was sought from the parents and of the students.

A letter to explain voluntary participation and to gain parent consent was obtained by all participants (see Appendix D). Privacy and confidentiality was maintained during the collection of the data and the students were advised they were not required to identify themselves in the questionnaires. Students were numerically coded for

tracking and data input purposes only. Information about teachers and students was not used for comparative purposes in this current research.

Qualitative data were carefully examined by the researcher in seeking any complementary evidence to support any cognitive or attitudinal associations with teacher-student interactions.

The main ethical issue faced by the researcher was gaining permission from the school and consent from the parents' of the students and the students themselves to complete the QTI. The other ethical issue was the position of the participating teachers and students, their rights with regard to continuing participation and anonymity in the final thesis and any publications that may result from the study. The teachers were encouraged, by the researcher, to take part in the study: However, it was made explicit that they were free to withdraw from the research at any time. The participating teachers and school were, however, given the choice as to whether they wish to be acknowledged as having taken part in the research at the end of the report.

Completion of the QTI was not a lengthy process, it involved 30 minutes of class time. Priority of this study was to give prompt and useful feedback to all teachers involved. Each participating teacher has received profiles of scores obtained from their students' responses, in addition to overall results for the sample, in the form of an individualised and personally prepared report.

3.7 Data interpretation

The reliability and validity of the QTI is discussed in Chapter 2 with reference to examples of previous studies. Research which originated in the Netherlands focused on the nature and quality of interpersonal relationships between teachers and students (Wubbels & Brekelmans, 1998; Wubbels & Levy, 1993). Subsequently, research with the QTI has been completed at various grade levels in the USA (Wubbels & Levy, 1993) and Australia (Fisher, Henderson, & Fraser, 1995). In most of these studies, the Cronbach alpha coefficient was used to determine the reliability of the QTI.

The magnitude of the Cronbach alpha reliability coefficient gives an indication of how consistently students respond to each item within each scale. An alpha reliability of 0.60 or greater is considered to be acceptable (Nunnally, 1967).

In Fisher, Henderson, and Fraser's study (1995), the alpha reliability coefficients for the eight QTI scales ranged from 0.63 to 0.83 with the student as the unit of analysis, and from 0.74 to 0.95 with the class as the unit of analysis. This showed the instrument has acceptable levels of internal consistency. Wubbels and Levy (1993) also showed that the QTI has acceptable reliability and validity when used in grades 7 to 12.

Furthermore, a recent review on the validity and reliability of over 20 studies that have used the QTI during the last 17 years (den Brok, 2001) showed that the reliability of the eight scales (sectors) is sufficient and consistent across classes. The internal consistencies at class level were generally above 0.80. An ANOVA was performed on each scale of the instrument to show the proportion of variance on each of the scales which could be explained through class membership. The η^2 statistic gives an indication of the proportion or percentage of the variance in the dependent measure that is related to the independent variable of class membership (Tilley, 1999). If the values are statistically significant, it suggests that student perceptions within a class are similar but they differ from class to class indicating that the questionnaire can distinguish between classes.

Inter-scale correlations were used to show the circumplex nature of the model, rather than the use of mean correlation scores to show the discriminant validity of the scales. Adjacent scales in the model should correlate more highly whereas opposite scales should show strong negative correlations. These analyses were undertaken with the individual as the unit of analysis.

The PPQ was developed to gain the parental perspective on the teacher interaction based upon their own experiences with the classroom teacher and from the feedback from their own child at home. Parents of the students were asked a variety of questions about their relationship with the classroom teacher and their own perception of the Coastal School. A series of eight questions were asked of the

parents based on how they communicated and interacted with the classroom teacher inside and out of the classroom environment.

Questions 1 to 6 were posed to parents to assist in understanding the relationship parents had formed with the classroom teacher. For questions 1-6, parents were asked for a *yes* or *no* response with an option to explain their choice further by adding a comment. The first two questions were to identify whether their child spoke enthusiastically about their classroom teacher or any other teacher at the Coastal School. It was to gauge whether the ‘talk’ at home about their classroom teacher was generally positive or negative. It was also posed to identify whether the parents’ had any feedback from their child on their interaction with their classroom teacher and whether their child had formed relationships with other teachers in the school.

Did your child talk enthusiastically about his/her teacher last year?

Did your child talk enthusiastically about other teachers in the school last year?

Questions 3 to 6 were posed to parents to obtain information on whether the teacher was available to discuss their child’s learning through formal reporting to parents in the way of parent teacher interviews and to identify whether the teacher was accessible outside of these times to discuss any issues or concerns with their child’s learning in the classroom. If so, did they feel comfortable with the relationship with the teacher that they could speak freely. Also, throughout the discussion, did the teacher seem genuinely interested in discussing these issues or concerns and were they satisfied with the teacher response.

Did you discuss issues related to school learning with your child last year?

Was your child’s teacher accessible to you last year?

Did the teacher seem interested in discussing your child with you last year?

Were you satisfied with your interaction with your child’s teacher?

Students do best when parents and teachers understand each other’s expectations and stay in touch with one another regarding the child’s learning habits, attitudes toward school, social interactions and academic progress (Redding, 2000).

Communication between the school and the home is most effective when it flows in both directions, and schools should distinguish between efforts to inform parents and opportunities to communicate with parents (Epstein & Dauber, 1991).

Parents and whānau¹ play a critical role in supporting their children's learning right from the start. Evidence shows that learning outcomes are enhanced when parental involvement in school is sustained and focused on learning activities.

In questions 7 and 8, parents were given three response options: *poor, average or excellent*. For each of these questions parents have been invited to make comments to explain their choice further. These two questions were targeted toward the school climate and their own perception of the Coastal School.

It seems likely that a place where students feel they belong, and where they perceive their participation is worthwhile, would be a better place for learning than one where they feel out of place and no one is interested in what they have to say (PISA, p. 34, 2006).

Question 8 was posed to parents to identify the correlation between their perception of the teacher and the school and whether this had a direct impact on student enrolment at the Coastal School.

My perception last year of the Coastal School was:

Poor Average Excellent

Is the Coastal School your school of preference for your child?

The majority of parents in New Zealand have a choice in deciding what school to send their child to. There are a number of factors that influence parents' decisions when deciding what school to send their child as they progress through to College. They consider factors such as the location, school roll and class size, transport, co-curricular activities, uniform, subject options, behaviour policies, strengths of the

¹ Whanau – Maori term for family which also includes extended family members

school and of the teachers and the general school environment. Many parents decide by listening to word of mouth recommendations from other parents within the community. There is often a lot of chatter in the community about schools; which school seems to do what well, and what the weaknesses of a certain school seem to be from a parent's perspective. This can have a major impact in to the decisions parents' make in choosing the right school for their child. If their child or themselves have experienced having a positive relationship with the classroom teacher and/or other teachers' in the school this can have a positive impact for the school in obtaining enrolments.

3.8 Summary

The methods chosen to answer the research questions were as follows:

1. Is the QTI a reliable and valid questionnaire for use in primary classrooms in New Zealand?
2. What are the student perceptions of the teachers' interpersonal behaviour in a New Zealand primary school?
3. What are the QTI profiles of the different classrooms in a primary school in New Zealand?
4. What are the parent's perceptions of the school and of their child's classroom teacher?
5. What are the similarities and differences between parents' and students' perceptions of classroom teachers' in a primary school in New Zealand?

This chapter has presented an overview of the QTI and proven its reliability, validity and suitability for its use in a New Zealand primary school. A more elaborate explanation of the validity and reliability follows in Chapter Four, where results obtained with the QTI are explained. The QTI again, proved to be a highly efficient tool both in the measure of interpersonal relationships, the management of time taken to complete and the student-friendliness that enabled the students, 11-13years of age to complete quickly.

This chapter also provides background to the process on how the PPQ was created and how it was issued to the Coastal School parents. The methods used in this study

have included quantitative methods in the use of the primary tool of the valid and reliable QTI and qualitative methods in the Parent Perception Questionnaire.

Chapter Four presents the results and an analysis of the data from the QTI and the PPQ. Sector profiles are discussed and comparison is made to typologies created by Brekelmans, Wubbels, and den Brok, 2002. Research question five is addressed in Chapter Five.

CHAPTER 4

ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents the results of the application of the 48-item version of the QTI and the PPQ. It first presents the validity and reliability in using the QTI and provides results and analysis of the teacher typology and sector profiles of the Coastal School teachers. Following this are the results of the PPQ completed by the parents of the Coastal School students and the qualitative data that add strength to the results.

4.1 Reliability and validity of QTI

The Australian 48-item version of the QTI was used for this study. The validity and reliability of the QTI has been established in Chapter Two and Chapter Three. Several overseas studies have been conducted on the reliability and validity of the QTI. They include Australian studies by Fisher, Fraser, and Wubbels (1993); Fraser (2002); Fisher, Fraser, Wubbels, and Brekelmans (1993); Fisher, Henderson and Fraser (1995) and Dutch studies including Créton and Wubbels (1984); Wubbels, Créton, and Hooymayers (1985) and Brekelmans, Wubbels, and Créton (1990).

Table 4.1 presents the reliability measures for each scale of the QTI obtained from the sample of New Zealand primary school students. The table also presents the means and the standard deviations obtained with these New Zealand students. These measures are discussed later with reference to the teacher profiles.

Table 4.1
Means, Standard Deviations, Cronbach Alphas and Eta² for Scales of QTI

Scale	Mean	Std Dev	Cronbach Reliability	Alpha Anova η^2
Leadership	2.93	0.65	0.80	0.25*
Helping/Friendly	2.95	0.74	0.82	0.21*
Understanding	2.85	0.70	0.79	0.24*
Student Freedom	1.69	0.58	0.54	0.12*
Uncertain	1.31	0.74	0.69	0.23*
Dissatisfied	1.09	0.75	0.78	0.24*
Admonishing	1.68	0.90	0.77	0.36*
Strict	1.82	0.62	0.60	0.17*

* $p < 0.001$ n=379

The magnitude of the Cronbach alpha reliability coefficient gives an indication of how consistently students respond to each item within each scale. An alpha reliability of 0.60 or greater is considered to be acceptable (Nunnally, 1967). The Cronbach alphas in this study shows internal consistency greater than 0.6. Table 4.1 indicates that for the 379 students, the alpha coefficients ranged from an acceptable 0.54 for Student Freedom (SC) to 0.82 for Helping/Friendly (CD).

In Fisher, Henderson, and Fraser's study (1995) the alpha reliability coefficients for the eight QTI scales ranged from 0.63 to 0.83 with the student as the unit of analysis, and from 0.74 to 0.95 with the class as the unit of analysis. This showed the instrument has acceptable levels of internal consistency. Wubbels and Levy (1993) also showed that the alpha coefficients ranged from 0.76 to 0.84 showing that the QTI had acceptable reliability and validity when used in grades 7 to 12.

Furthermore, a recent review on the validity and reliability of over 20 studies that have used the QTI during the last 17 years showed that the reliability of the eight scales (sectors) is sufficient and consistent across classes (den Brok, 2001).

An ANOVA was performed on each scale of the instrument to show the proportion of variance in each of the scales which could be explained through class membership. The η^2 statistic gives an indication of the proportion or percentage of the variance in the dependent measure that is related to the independent variable of class membership (Tilley, 1999). If the values are statistically significant, it suggests that student perceptions within a class are similar but they differ from class to class indicating that the questionnaire can distinguish between classes (Wubbels & Levy, 1993). It is noteworthy in Table 4.1, that all scales of the QTI distinguished significantly between classrooms.

Inter-scale correlations were used to show the circumplex nature of the model, rather than the more traditional use of mean correlation scores to show the discriminant validity of the scales. Table 4.2 shows correlations between scales at the class level. Correlations should be highly positive for neighbouring scales, decreasing as one moves around the model until they become highly negative with scales on the opposite end of the interpersonal circle (Gurtman & Pincus, 2000). It can be seen in the results presented in Table 4.2 that generally the QTI scales follow a circumplex pattern.

Table 4.2
Scale Inter-correlations Between the QTI Scales

Scale	DC	CD	CS	SC	SO	OS	OD	DO
DC Leadership								
CD Helping/Friendly	0.64							
CS Understanding	0.69	0.69						
SC Student Freedom	0.15	0.35	0.26					
SO Uncertain	-0.33	-0.20	-0.31	0.11				
OS Dissatisfied	-0.30	-0.46	-0.46	0.03	0.44			
OD Admonishing	-0.31	-0.36	-0.47	-0.03	0.66	0.56		
DO Strict	-0.05	-0.21	-0.20	-0.11	0.27	0.47	0.46	
<i>N= 379</i>								

In terms of the alpha reliabilities of the scales, the ability to differentiate between classrooms and the general maintenance of the circumplex model, it could be concluded that the QTI is a reliable and valid instrument for the use in primary schools in New Zealand.

4.2 School Results

The means and standard deviations for the total school sample were calculated and are presented in Table 4.3.

Table 4.3
Scale Means Standard Deviations for QTI Scales for Coastal School

Scale	Means	SDs
DC Leadership	2.93	0.65
CD Helpful/Friendly	2.95	0.74
CS Understanding	2.85	0.70
SC Responsibility/Freedom	1.69	0.58
SO Uncertain	1.31	0.74
OS Dissatisfied	1.09	0.75
OD Admonishing	1.68	0.90
DO Strict	1.82	0.62

N=379

The scale means in Table 4.3 reveal that students perceived their teachers were strongest in Helping/Friendly (2.95) and Leadership (2.93). Following closely behind, is the students' perception of teachers displaying good levels of Understanding (2.85). Students perceived their teachers as exhibiting low levels of Dissatisfied (1.09) and Uncertainty (1.31). The highest scale means of the teachers at the Coastal School is Helping/Friendly (CD) at 2.95 and Leadership (DC) at 2.93. The lowest scale means of teachers at Coastal School is for the Dissatisfied scale (OS) at 1.09, where nine of the sixteen teachers scored their lowest mean.

Differences between the means and standard deviations for the QTI scales for males and females were then investigated and the results are presented in Table 4.4. To determine the significance of these differences a *t* test for separate samples were used. There were four statistically significant differences and in all cases the perceptions of the males were greater than the females. Males perceived teachers to be more admonishing and strict toward them and displaying more uncertain and dissatisfied behaviours. The differences could be attributed to the ratio of males to female teachers at the Coastal School where of the 16 teachers three of these were male.

Table 4.4
QTI Scale Means and Standard Deviations for Males and Females and t Values of Significance.

QTI Scales	Gender	Mean	Standard Deviation	Mean Difference (m-f)	t
Leadership	Males	2.92	0.65	-0.01	0.17
	Females	2.93	0.64		
Helping/Friendly	Males	2.92	0.78	-0.06	0.85
	Females	2.99	0.68		
Understanding	Males	2.80	0.73	-0.12	1.61
	Females	2.92	0.67		
Student Freedom	Males	1.73	0.55	0.08	1.37
	Females	1.64	0.61		
Uncertain	Males	1.38	0.74	0.15	2.00*
	Females	1.22	0.74		
Dissatisfied	Males	1.23	0.80	0.33	4.28***
	Females	0.90	0.64		
Admonishing	Males	1.81	0.95	0.30	3.24**
	Females	1.51	0.79		
Strict	Males	1.89	0.64	0.17	2.68**
	Females	1.72	0.59		

males ($n=215$); females ($n=164$)

The QTI means and standard deviations were then calculated on a class by class basis. These means and standard deviations for the 16 classrooms are presented in Table 4.5.

Table 4.5

Individual Teachers Students' Perceptions of Their Teachers Interpersonal Behaviour

Teacher	No	QTI	Lead	Help/Fr	Under	Freed	Uncert	Dissat	Admon	Strict
106	22	Mean	3.20	3.48	3.36	2.00	0.98	0.75	0.98	1.36
		Std Dev	0.47	0.56	0.43	0.51	0.59	0.53	0.62	0.58
108	26	Mean	3.06	2.95	2.72	1.47	1.41	1.54	1.92	1.86
		Std Dev	0.58	0.96	0.82	0.69	0.49	0.66	0.68	0.77
110	25	Mean	2.64	3.00	2.71	1.44	1.71	0.95	2.02	1.80
		Std Dev	0.60	0.71	0.61	0.64	0.60	0.66	0.57	0.55
112	24	Mean	3.17	3.04	3.12	1.79	1.06	1.22	1.38	1.81
		Std Dev	0.36	0.58	0.44	0.40	0.48	0.45	0.55	0.56
114	22	Mean	2.89	2.85	2.80	1.96	1.42	1.49	1.48	1.86
		Std Dev	0.71	0.73	0.57	0.70	0.74	0.85	0.84	0.78
116	26	Mean	2.38	2.15	2.15	1.54	1.72	1.63	2.09	1.77
		Std Dev	0.70	0.94	0.71	0.49	0.74	0.89	0.90	0.53
120	26	Mean	2.67	2.73	2.62	1.40	1.32	0.97	1.49	1.74
		Std Dev	0.52	0.74	0.70	0.48	0.78	0.76	0.90	0.41
122	22	Mean	3.05	3.09	3.24	1.62	0.57	0.35	0.80	1.83
		Std Dev	0.49	0.61	0.44	0.49	0.48	0.30	0.49	0.64
124	19	Mean	2.75	2.77	2.57	1.82	1.21	1.16	1.52	1.58
		Std Dev	0.80	0.82	0.84	0.43	0.73	0.75	1.00	0.54
130	25	Mean	2.83	2.62	2.40	1.42	1.47	1.43	2.50	2.44
		Std Dev	0.54	0.68	0.75	0.49	0.73	0.75	0.85	0.58
132	23	Mean	2.68	2.76	2.63	1.83	2.10	1.30	2.84	2.30
		Std Dev	0.87	0.55	0.66	0.59	0.54	0.67	0.44	0.40
134	22	Mean	3.30	3.23	2.72	1.84	1.23	1.22	1.86	2.03
		Std Dev	0.46	0.50	0.73	0.56	0.89	0.79	0.85	0.59
140	23	Mean	3.27	3.38	3.17	1.80	1.57	0.61	2.04	1.57
		Std Dev	0.46	0.42	0.69	0.39	0.69	0.53	0.66	0.47
142	22	Mean	3.54	3.40	3.36	1.87	0.99	1.08	0.95	1.71
		Std Dev	0.31	0.52	0.40	0.73	0.71	0.72	0.50	0.61
144	25	Mean	3.14	3.22	3.05	1.54	1.12	1.15	1.58	1.83
		Std Dev	0.48	0.43	0.52	0.47	0.66	0.61	0.85	0.67
146	27	Mean	2.46	2.78	3.06	1.84	0.99	0.51	1.25	1.59
		Std Dev	0.54	0.61	0.47	0.61	0.60	0.52	0.69	0.40
Total	379	Mean	2.93	2.95	2.85	1.69	1.31	1.09	1.68	1.82
School		Std Dev	0.65	0.74	0.70	0.58	0.74	0.75	0.90	0.62

In Table 4.5, the scale means for teachers 108, 112, 114, 116, 130, 134, 140 and 142 indicate that Leadership (DC) was perceived as their strongest interpersonal behaviour by students. The scale means for teachers 106, 110, 120, 122, 124, 144 and 146 indicate that Helping/Friendly Behaviours (CD) were perceived as their strongest characteristic by their students. It is significant to note, that although 15 of the 16 teachers displayed high Leadership (DC), Understanding (CS) and Helping/Friendly (CD) behaviours; with the exception of teacher 106 and 142; all other teachers were perceived by their students as displaying high Admonishing (OD), Strict (DO) and Uncertainty (SO) behaviours in the classroom.

Table 4.5 allows for further scale relationships to be investigated on each teacher and valid assumptions to be drawn about their interpersonal behaviour. Teachers 108, 114, 130 and 134 each have three common oppositional behaviours that are perceived relatively high by their students. They are Admonishing (OD), Strict (DO) and Dissatisfied (OS). These three characteristics follow close behind Leadership (DC), Helping/Friendly (CD) and Understanding (CS).

Further scale relationships worth noting are Teachers 110, 120, 124, 132 and 140 are all perceived as having strong Leadership (DC), Helping/Friendly (CD) and Understanding (CS). They also have in common, three dominant characteristics as Admonishing (OD), Strict (DO) and Uncertainty (SO). Of these teachers, 110, 140 and 132 are perceived by their students as overly Strict (DO).

Teachers 112, 144 and 146 are all perceived as having strong Leadership (DC), Helping/Friendly (CD) and Understanding (CS). They also have in common, three dominant characteristics with Student Freedom (SC), Admonishing (OD) and Strict (DO).

Teacher 122 is perceived as having strong Leadership (DC), Helping/Friendly (CD) and Understanding (CS). Interesting to note teacher 122, is also perceived as being overly Strict (DO), combined with Student Freedom (SC).

Teachers 142 and 106 have perceived strength in Leadership (DC), Helping/Friendly (CD) and Understanding (CS), with scales ranging from Student Freedom at (1.8) to

Uncertainty (0.99) for teacher 142 and scales ranging from Student Freedom at (2.0) to Dissatisfaction at (0.75).

Teacher 116, is perceived by the students as displaying all characteristics at similar levels. Although, Leadership (DC), Helping/Friendly (CD) and Understanding (CS) scores ranged from 2.15 to 2.38 the remainder of the behaviours range from Admonishing (2.09) to the lowest being Student Freedom at (1.54). It was statistically significant that Teacher 116, has the lowest scores of all the teachers in Leadership (DC), Helping/Friendly (CD) and Understanding (CS). Of all 16 teachers, teacher 116 is the second highest in displaying higher levels of Uncertainty (SO) in the classroom and teacher 116 is third highest in displaying greater levels of Admonishing (OD) behaviours toward students.

Teacher 132 was perceived as a teacher who displays high Admonishing (OD) and Uncertainty (SO), behaviours, equal to leadership, helping friendly and understanding behaviours.

4.3 QTI profiles

Students' perceptions about teacher interaction enable the following profiles to be sketched. The QTI provides a set of eight scale scores which are then combined into a profile. These profiles can be described in terms of the teachers' interpersonal behaviours Figure 4.1 is the profile of the average teacher at the Coastal School. The typology of teacher interaction of the average teacher at the Coastal School, resembles closely to Type 2, the Authoritative type. Overall, the teacher profiles are characterised by high scores in Leadership (DC), Helpful/Friendly (CD) and Understanding (CS) QTI-Scales. There is a slight variation to the Authoritative type where teachers' communication style is perceived by students as Dissatisfied where some teachers may be highly cooperative but don't show much leadership in class. They may display characteristics where they tolerate disorder and display the classic 'Blindness' behaviour (Brekelmans, Levy, & Rodriguez 1993). These characteristics become evident in the analysis of the typologies of the individual teacher's communication style at the Coastal School.

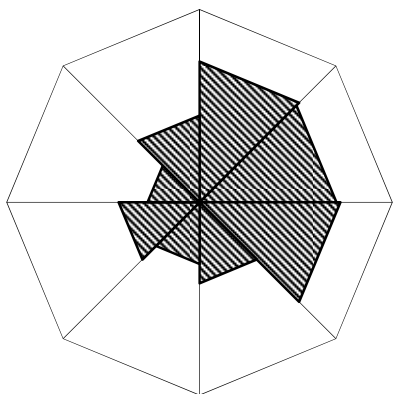
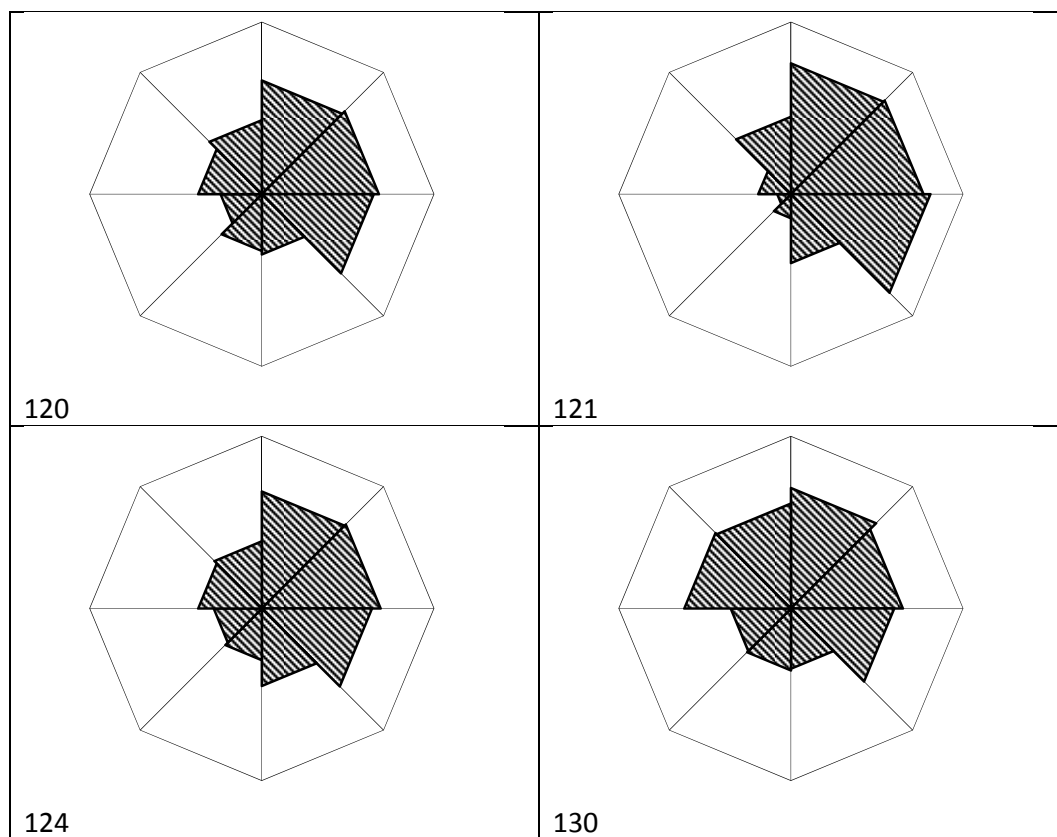
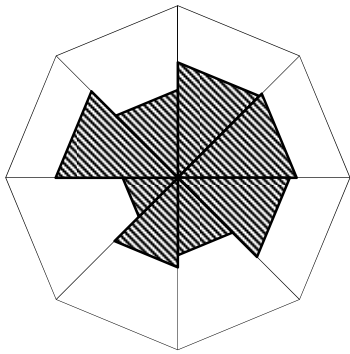


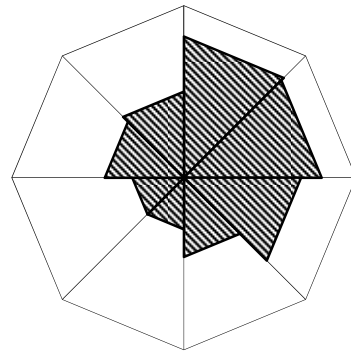
Figure 4.1. Coastal School profile.

Profiles for each of the participating teachers were also constructed and are shown in Figure 4.2.

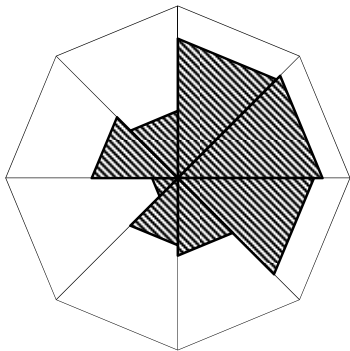




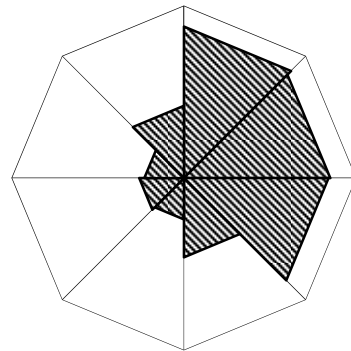
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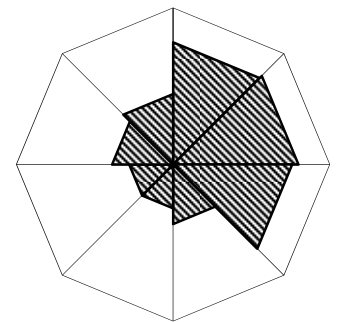
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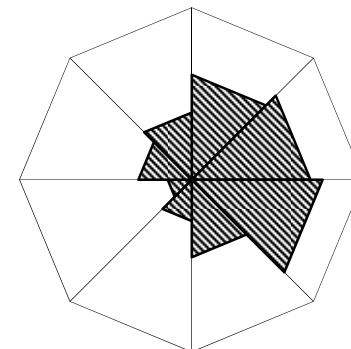
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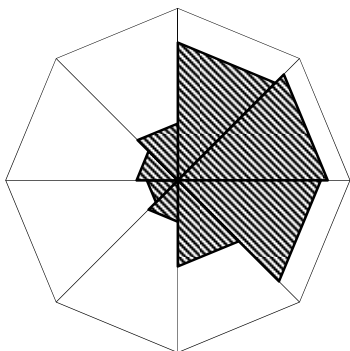
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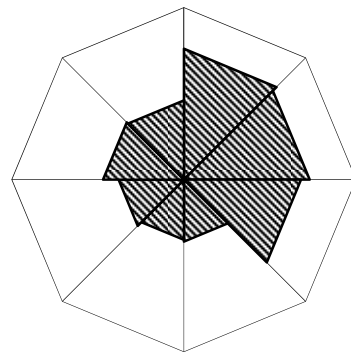
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146



106



108

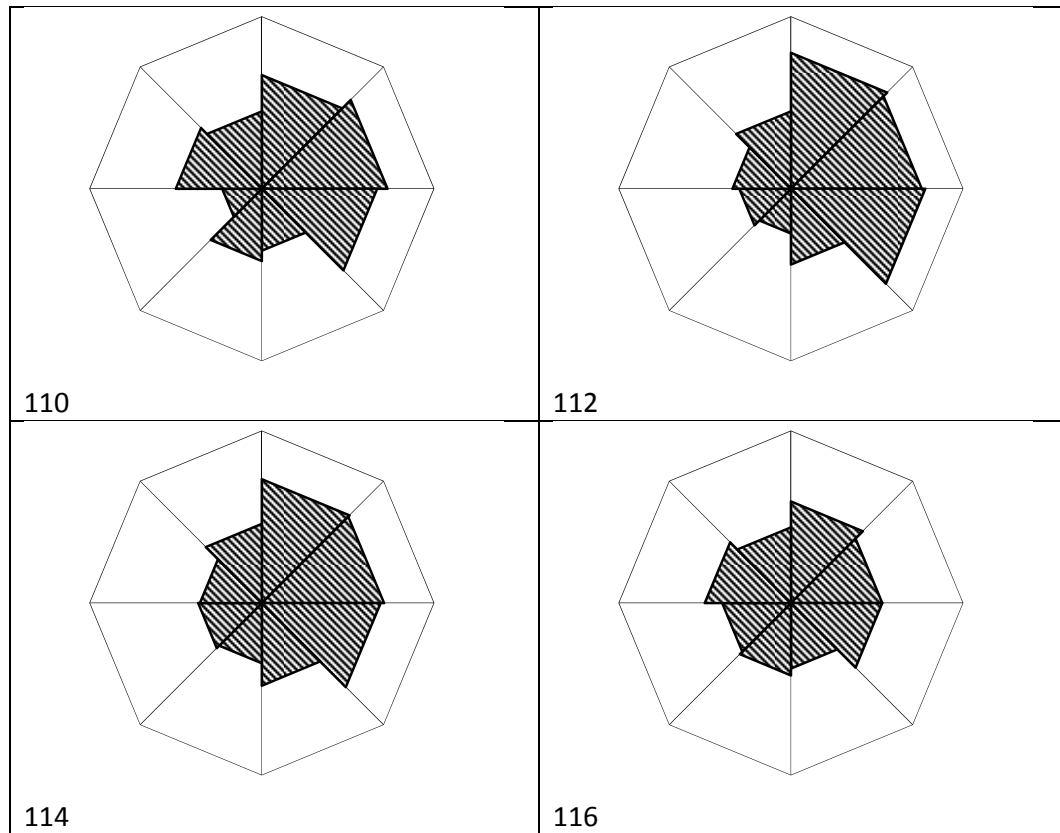


Figure 4.2 Profiles for Coastal School teachers.

4.4 Teacher Typologies

Based on a research study, a typology of eight interpersonal teaching styles was developed by Brekelmans, et al., (1993). Teachers can be categorised as one of the eight teacher types; Directive, Authoritative, Tolerant and Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, Repressive and Drudging, see Figure 4.3.

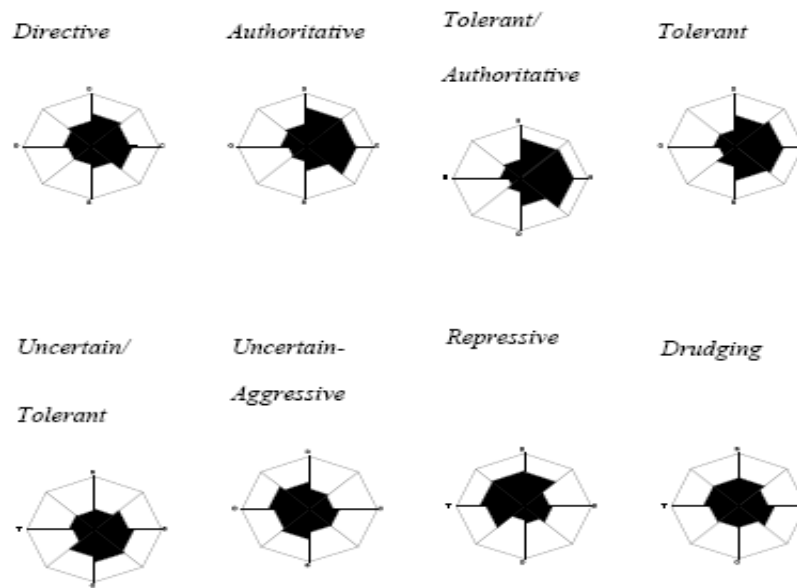


Figure 4.3 Graphical representations of the eight types of patterns of interpersonal relationship. (Brekelmans, Wubbels & den Brok, 2002)

Many teacher profiles can be characterised by high scores on Leadership (DC), Helping/Friendly (CD) and Understanding (CS) QTI scales. In these typologies, there are three main points of the typology fall in the CD quadrant: the Directive, Authoritative and Tolerant/Authoritative types. Two other types are also very close to this quadrant: the Drudging teacher's main point is exactly on the influence dimension and the Tolerant teacher's is just below the proximity axis in the CS quadrant. Most teachers are perceived by students as both dominant and cooperative (Brekelmans et al., 1993).

The three main types of teachers in the CD quadrant all show about the same amount of influence. While each one is fairly dominant, they differ in the amount of proximity. The Directive teacher is the least cooperative and the Tolerant/Authoritative teacher most. The Directive teacher's relatively low proximity results from low scores on the cooperation scales and a high score in strictness. The Drudging teacher is a little less dominant and much less cooperative than the Authoritative teacher though far less dominant (Brekelmans et al., 1993).

The main points of the Uncertain/Aggressive and Uncertain/Tolerant profiles are best noted by their low scores on the influence dimension. Both are seen as far more submissive than the other types. They differ strikingly from each other on the proximity dimension. The Uncertain/Tolerant teacher resembles the Directive teacher in cooperation, whereas the Uncertain/Aggressive teacher compares to the Repressive teacher in being highly oppositional. Finally, the Repressive teacher is the highest of all on the influence dimension. He or she combines pronounced dominance with extremely oppositional behaviour (Brekelmans et al., 1993).

This research has been useful in identifying the perceptions of the type of teacher interpersonal behaviour that students have of their classroom teacher. An advantage in using the QTI is the construction of a teacher profile sector for each classroom teacher. The teacher behaviour styles for each class at the Coastal School are shown in Figure 4.2.

An examination of the Coastal School teachers' profiles and then matching them with the typologies of Brekelmans, Wubbels and den Brok, (2002), is evidence that there are two main teacher behaviour styles, namely Authoritative and Tolerant and Authoritative type. Of the 16 teachers profiled, three teachers match the Authoritative type; five match a combination of the Authoritative and Uncertain and Aggressive type; four teachers match a combination of Tolerant bordering Repressive type; two teacher match Tolerant and Authoritative; one teacher matches Tolerant Repressive and one teacher matches the Drudging typology.

Teacher behaviour styles 110, 120, 124, 132 and 140 are similar and are a combination of the type 1, Directive, where the Leadership, Helpful/Friendly and Understanding are relatively high and the Uncertain/Aggressive, type 6 typology, where these teachers have relatively high scores in Admonishing, Strict and Uncertainty. (Brekelmans et al., 1993). Some characteristics noted in these combined typologies is the Directive teacher normally, isn't very close to the students, though he or she is occasionally friendly and understanding. While things seem business like, the teacher continually has to work at it. The Uncertain/Aggressive typology suggests teachers and students generally regard each other as opponents and spend most of their time escalating conflict. Students seize

nearly every opportunity to be disruptive, and continually provoke the teacher by jumping up, laughing and shouting out. The teacher spends most of their time trying to manage the class, yet seems unwilling to experiment with different instructional techniques. Unfortunately, learning is the least important aspect of the class. (Brekelmans et al., 1993).

Teachers 132, 140 and 144 match the Authoritative typology and apparently display higher levels of strictness, admonishing and uncertainty. These same teachers seem to have a variation to the Authoritative typology where they are seen by their students to exhibit behaviours which match a mixture of the Directive typology. It matches the leadership, helping/friendly and understanding sectors but shows a higher level of admonishing behaviour. Typically, students in this classroom see teacher 132, as one who waits for silence, keeps quiet, shows dissatisfaction, looks glum, questions and criticises, (Wubbels, Créton, Levy, & Hooymayers, 1987). Teacher 132 gets angry, takes pupils to task and punishes her students. Teacher 132 scores the highest mean in Admonishing at 2.84. This was reflected in the interviews where in response to the question,

Q3 Did you discuss issues related to school learning with your child last year?

One parent responded:

“My son said she (132) was grumpy most of the time and she would put him down in class.”

The students’ perception of the teacher in sector profiles 121, 134 and 110 are similar and match the characteristics associated to the Authoritative typology. The atmosphere in these classrooms is well structured, pleasant and task-orientated. Rules and procedures are clear and students don’t need reminders. They are attentive and generally produced better work than their peers. The teacher is enthusiastic and open to students’ needs. He or she takes a personal interest in them, and this comes through in the lessons. While his or her favourite method is a lecture, the authoritative teacher frequently uses other techniques. The lessons are well planned

and logically structured. He or she is considered to be a good teacher by students (Wubbels et al., 1987, cited in Wubbels & Levy, 1993).

The sector profiles of Teachers, 121 and 110 are variations of the Authoritative typology. Teacher 121 is perceived to be a good leader, she is helpful/friendly and understanding in the classroom setting. She has scored low in Admonishing (OD) and in Dissatisfied (OS). She does not get angry or express irritation and she does not correct or punish behaviour. Teacher 110 shows variation to the Authoritative typology as he displays a higher level of dissatisfied behaviour (OS) and low in admonishing (OD). Students in this classroom see 110 as a teacher who waits for silence, keeps quiet, shows dissatisfaction, and does not correct or punish behaviour. Wubbels, Créton, Levy, and Hooymayers, (1987).

The sector profiles 144, 142, 140, 112 and 106 match the typology of Tolerant Authoritative. The students' perceive these teachers as those who maintain structure that supports student responsibility and freedom. The typology further explains these teachers as using a variety of methods, to which students respond well. They frequently organise their lessons around small group work. While the class environment resembles the Authoritative typology, the Authoritative teacher develops closer relationships with students. They enjoy the class and are highly involved in most lessons. Both students and teacher can occasionally be seen laughing, and there is very little need to enforce the rules. The teacher ignores minor disruptions, choosing instead to concentrate on the lesson. Students work to reach their own and the teachers' instructional goals with little or no complaints (Wubbels et al, 1987 cited in Wubbels & Levy, 1993).

The sector profiles on Teachers 140 and 144 is a variation to the Tolerant Authoritative typology. Teacher 140 is perceived by her students to have strong leadership behaviour; she is helping/friendly and understanding in the classroom setting. She has scored low in admonishing (OD) and dissatisfied behaviour (OS). She does not get angry or express irritation and she does not correct or punish behaviour. Teacher 144 shows variation to the Tolerant/Authoritative typology where she displays a higher level of dissatisfied behaviour (OS). Students in this

classroom see 144 as a teacher who waits for silence, keeps quiet and shows dissatisfaction (Wubbels, Créton, Levy & Hooymayers, 1987).

The student perceptions for Teacher 116 matches the Drudging typology. The Drudging teacher's class varies between Uncertain/Tolerant and Uncertain/Aggressive, but not before expending a great deal of energy. Students pay attention as long as the teacher actively tries to motivate them. When they do get involved, the atmosphere is orientated toward the subject matter and the teacher does not generate much warmth. He or she generally follows a routine in which he or she does most of the talking and avoids experimenting with new methods. The drudging teacher always seems to be going downhill and the class is neither enthusiastic nor supportive nor competitive. Unfortunately, because of the continual concern with class management the teacher sometimes looks as though he or she is on the verge of burnout (Wubbels et al, 1987 cited in Wubbels & Levy, 1993).

The sector profile of Teacher 116 is similar to the Uncertain/Aggressive type. Teacher 116, is regarded more of an opponent by the students and a lot of time is spent in symmetrically escalating conflict. Students seize nearly every opportunity to be disruptive, and they continually provoke the teacher by jumping up, laughing and shouting out. Two comments made by parents who have a child in this class support this description. It also supports the Uncertain/Aggressive typology in that, he prefers to think 'first, they'll have to behave' mentality.

Parent Response to PPQ:

Question 1 Did you child talk enthusiastically about his/her teacher last year?

Response: 116 was always grumpy. My child said 116 was a kid most of the time the way he fought and argued with other students.

Response: My child says his class never do PE (Physical Education) with 116. He is too busy shouting at them to do their work. He threatens them to work in silence for the morning or they will not do PE.

The sector profiles for 114 and 146 match the Tolerant typology. The characteristics noted by Wubbels et al, 1987, suggest there is a different view of the Tolerant

typology by the Dutch and the Americans. In the USA, however, the Tolerant teacher is seen to be disorganised. The teacher often begins the lesson with an explanation and then sends the students off to individually complete an assignment. While the teacher is interested in their personal lives, his or her academic expectations for students are not evident (Wubbels & Levy 1993).

Sector profile 146 shows a variation to the typology in the way she scores low in admonishing behaviour (OD) and lower in leadership behaviour (DC). She is perceived as someone who does not take pupils to task, expresses irritation and punishes her students. The characteristics that match this typology where the teacher often begins the lesson with an explanation and then sends the students off to individually complete an assignment is supported by the following response made by a parent who has a child in the class of Teacher 146.

Everything they did was research projects. Because this was the year 8 GATE class the teacher quite often left them to their own devices to research, research and research. It looked great but it was often a copy and paste from the internet.

The QTI is an internationally recognised and effective instrument for mapping the interpersonal behaviour of teachers in the classroom. Research with the QTI has shown that teacher-student communication patterns remain relatively stable in classrooms and that these patterns are distinct and take typical recognisable forms (Wubbels, Brekelmans, & Hermans, 1997; Wubbels & Levy, 1991). The QTI profiles of the teachers in the Coastal School have allowed the researcher to investigate associations to the PPQ and many of the responses made in the PPQ have supported the QTI profiles of some teachers.

4.5 PPQ results and analysis

The PPQ was primarily developed to gauge the perception of parents on the effectiveness of the teachers' interaction with their own child. It was considered important to gauge parental perception for a number of reasons. First, to identify what perception they had of their child's teacher. Secondly, to identify any

associations between how the parents perceived the classroom teacher and whether this had an effect of how they perceived the school. The third reason was to determine whether their perception either supported or refuted some aspects identified by their child, in the QTI. The following are the results obtained with the PPQ.

PPQ Responses to Question 1

Table 4.6
Parent Responses to Question 1

Question 1 - Did your child talk enthusiastically about his/her teacher last year?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	89/109	81.7%	39/72	54.2%	70.7%
No	19/109	17.4%	33/72	45.8%	28.7%
Both	1/109	0.9%			0.6%

*Year 7 and 8

As shown in Table 4.6, generally, the positive responses from the parents suggest that teachers who have established a positive relationship with their child; are fair and honest; display a genuine interest in the student; have pedagogical knowledge in teaching and learning; are respectful to their students; are organised and have a sense of humour and a teacher who can create such a learning environment will have students who are speaking enthusiastically at home. Some parents perceive that when their child has been extended in their learning, the teacher experience for them and their child is positive. Some of the parent responses to Q1 were:

- My son really enjoyed his teacher he learnt so much while in her classroom.
- 110 was a great teacher. My daughter enjoyed being in his class. She learnt a lot, worked hard and had a great year.
- 110 was a good teacher and 110, was able to laugh with students.
- 110 was a very good teacher. My son really liked him. I think being a male teacher for an Intermediate aged boy helped him grow as a person.
- My son appeared to have a lot of respect for 120 and spoke enthusiastically and in a positive manner about her. .
- My son found 120 easy to deal with, fair and honest.
- 120 was kind considerate and helpful.
- Very important to have a positive relationship between student and teacher.

- Had great respect for 122 and my son was enthusiastic about school last year.
- My son got on really well with his teacher. 106 was a great influence for my son and also many of his friends.
- 106, seemed to communicate well with the class.
- My son said 106 was fun.
- 142, was an inspiration to me as a Sports Teacher and also as a person. Her personality, understanding and her commitment to our class (students).
- She would say 142 could be really strict but 142 also knew how to have fun.
- Definitely with 142. He was highly motivated to attend school each day. I could not believe it was my boy!

Some parents perceive their child's enthusiasm for school was due to the teacher playing games during lunchtimes with their child and their child having a lot of free time.

- My son liked 106 as he got out at lunchtimes and played with them. In class he was like their mate and my son, felt he could talk to him or ask the teacher questions if he did not understand.
- My daughter loved all the free time.

Some parents stated their child was enthusiastic about their teacher, however, they also felt their child was not extended academically in the classroom and some students did not make any academic progress during the year. Some parents felt their child was not enthused about the teacher, but their child had gained some good academic results.

- My girl was perhaps hoping to be pushed a bit harder academically, but she was certainly fond of 146.
- Although my girl progressed well throughout the year, she didn't appear to be overly enthused about 146.
- As much as she loved her teacher she did not progress in her reading level and she went down a maths class and her end of year results were below average. How can that be?

In Table 4.6, although parents indicated a 'yes' to Q1, their comments did not support their initial response. Some of the comments refer to a specific issue that may have come up for discussion with the classroom teacher over the year, and that seems to have contributed negatively toward their perception and their child's perception of the teacher. Some year 7 responses were:

- My daughter never spoke in either a positive or negative manner of 110. Though she was often disappointed at the outcome of any discussion she had with 110, regarding her problems at school.
- To start with, not so much now – not sure why.
- 134 seemed to be okay. Didn't really have much choice.
- 124 was always putting out fires with the naughty kids.
- Because his issues were not dealt with properly
- Really liked 122. Was disappointed when she left, did not approve of the replacement teacher.
- I would not say it was 122. It was one of those years for my daughter. The combination of the dynamics and strong personalities of her class, I felt it was not the best year for her.
- He liked 122 and worked well; but not sure it was enthusiastically.
- Didn't really talk about 120 at all.
- Enjoyed the time spent doing sport – the only thing 116 liked doing.
- At times but not really. She talked more about events rather than about 116. She may not have clicked as well with 116 – being male and sporty.

All of the year 8 negative responses to Q1, made comments to support why they or their child did not speak enthusiastically about their teacher. There are some interesting comments made by parents where some eluded to other disruptive behaviour in the classroom; some students were bored with what and how the teacher was teaching and as a result, some parents felt that the teacher did not form relationships with their students and therefore the 'talk' at home was negative. Some of the responses were:

- My daughter said he tried too hard.
- 114's job was stressful at times – as some of the pupils were continually disruptive.
- In the first two terms. Teacher 134 was lazy and did not seem to care about the teaching or the kids. Term three was great with 118. But term four with 134 was hopeless.
- My daughter ended up with 3 teachers – it was all too disruptive!
- Definitely not. 134 yelled and yelled at the class at the top of her voice all the time.
- My son was always coming home saying he was not taught anything – just spent the day colouring in word finds.
- 124, did not set boundaries and therefore my child fluffed around.
- Treated my child like she was an 8 year old not year 8!
- Was very unenthusiastic – not much sport in comparison to other classes – 146, used the excuse she was "getting too old for that".

- Everything they did was research projects. Because this was the year 8 GATE class the teacher quite often left them to their own devices to research, research and research. It looked great, but it was often a copy and paste from the internet.
- Quite bored all year.
- Found 146, too old and set in her ways.
- Teachers don't do enough out of their own little classroom and therefore students' never really met other teachers – which is a shame.

Overall, the responses to question one as shown in Table 4.6, show 70.7% of all students spoke to their parents enthusiastically about their classroom teacher. The 'talk' at home about their classroom teacher was generally positive. As shown in Table 4.6, 28.7% of the responses made by the parents of the year 8 students showed that their relationship with their teacher was not positive and this was due to the negative experiences the student or the parent had with the teacher. The differences in the parent perceptions of the year 7 and year 8 students could be the difference of their children having completed their first or their second year at the Coastal School. When students have completed their second year at the Coastal school, they have had more experiences with the teaching staff and their perceptions may be more accurate based upon their experiences inside and out of the classroom setting. Generally, most students had formed relationships with their classroom teacher.

PPQ Responses to Question 2

Table 4.7
Parent Responses to Question 2

Question 2 - Did your child talk enthusiastically about other teachers in the school last year?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	66/109	60.5%	34/72	47.2%	55.2%
No	39/109	35.8%	38/72	52.8	42.5%
Both	4/109	3.7%			2.2%

*Year 7 and 8

As shown in Table 4.7, the parent perception of the relationship their child had with other teachers in the school is generally positive at 55%. It is concerning however, that 42% of the parent perception of other teachers in the school are negative. The negative perceptions students have with other teachers could contribute to the

negative perception parents can have of the Coastal School. The responses in Table 4.7 show that students do form relationships with other teachers in the school and that students generally speak enthusiastically about their teachers at home and the relationships they have with other teachers may be positive or negative.

As shown in Table 4.7, generally, the Technology teachers seem to have made a positive impact on many of the year 7 students. Year 7 students are experiencing the Technology subjects for the first time as they enter into the Intermediate school structure. Students will visit the specialist Technology classes two times each week for an hour and a half for each session. The students physically move to a specialist classroom and they are taught by a specialist Technology teacher. The students are highly motivated in attending these classes as they have the opportunity to experience using a variety of new tools. The learning is often ‘hands on’ when they produce a tangible object after each session. For example, in the Hard Materials/Electronics class, students learn to use heavy machinery like the circular saw to cut wood and use the soldering iron to create an electronic circuit board. In the Food Technology class, they may cook a chocolate cake or other edible dishes and in the Music class they may experience playing a variety of new instruments. It is not surprising therefore, that many of the positive responses from the year 7 parents are specific to the Technology teachers. Some of the parent responses of year 7 students were:

- My daughter loved her classes with the technology teacher and could not speak highly enough of him. He sparked a real flame of interest in her learning
- She liked the Technology teachers but she didn’t have much to do with the other teachers. Comments about other teachers were generally positive.
- My daughter talked about her Technology teachers and how much she enjoyed their classes.
- Raved about Technology teacher – thoroughly enjoyed him as a teacher.
- They made positive comments about the Technology teachers they had contact with.

As the year 8 students have already had a year of attending the Technology classes as year 7 students, the excitement of attending the Technology classes has worn off. They learn how to use the equipment and they have better knowledge of the subject and understanding of the teacher. The number of positive comments, made by the year 8 parents is less than the year 7 parent group and they are generally specific to other teachers in the school that include the Technology teachers.

Parents perceive that the teachers involved in their child's extra-curricular activities generally have a positive relationship with their child. For example, Teacher 142 has received positive comments from parents of year 7 and year 8 students when their child was involved in sport with 142. Some of the comments were:

- Didn't comment on other teachers except 142 – very favourably.
- Occasional positive comment – mostly around sport and 142.
- Had a lot to say about certain sports teachers 142 and kapahaka² tutors.
- 142 through Waterpolo.
- 142 and North Island Waterpolo.
- But no negatives either. 142 was a great netball coach and a hard worker for the School.
- Really enjoyed some Technology teachers and loved maths with 142, Whaea³ from kapahaka.
- Only 142 who encouraged him into playing Waterpolo

The Coastal School Maths classes are streamed. Depending on the academic level of the student they may have a different teacher for Maths. The feedback some parents have received from their children suggests that the child has a good relationship with their maths teacher. Some of the comments were:

- 142 his Maths teacher as this was his favourite subject.
- 142 for Maths.
- My daughter spoke positively about teachers she had positive experiences with 142 for Maths.
- Really enjoyed 144 for Maths.
- Only if we asked - he liked maths with 142 and some Technology classes.

The parents of year 8 students seem to have more negative comments than the parents of the year 7 students. The year 8 students have completed their second year at the Coastal School and they are more familiar with the teaching staff. A common thread of the negative comments made by the parents of the year 8 students, seem to refer to negative experiences their child has had with a particular teacher. Some of these comments suggest that the issue with the teacher has been ongoing. Some of the comments were:

² Maori Cultural Group

³ Respected Mother figure

- All I will say is that one particular teacher should have been sitting with the kids as 116 would act like a child rather than a teacher.
- She absolutely loved the Dance/Drama Teacher and her Maths Teacher but absolutely disliked a particular Technology Teacher, as did a large number of other students (past students included) so I've since been told by other parents. She was locked in the back room for more than once?
- He often spoke highly of the Technology teacher; interacted well with the kids. Not so good about music teacher, as my son is an enthusiastic guitarist and his abilities were not nurtured well there.
- Because my son's issues were not dealt with properly.
- Said that any other teacher was better than 134.
- Only one in particular caused major concern. 116 – with his negative attitude. Otherwise he was generally neutral about most. 106 was often spoken well of.
- Disappointed with my son's maths teacher as there were issues that we were not made aware of until his school report came home. Easily could have been corrected with a phone call to parents that 142 ended cleaning up.
- Some of the other teachers, he would not be enthusiastic about, as they treated some students wrongly. 116 made him feel like he was hopeless.

PPQ Responses to Question 3

Table 4.8
Parent Responses to Question 3

Question 3 - Did you discuss issues related to school learning with your child last year?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	91/109	83.5%	69/72	54.2%	88.4%
No	18/109	16.5%	3/72	4.2%	11.6%

*Year 7 and 8

Responses to this question were generally positive. As shown in Table 4.8, 88% of the parents in the Coastal School discussed issues related to learning with their child. Table 4.8 shows, 83% of parents of year 7 students and 62% of parents with year 8 students regularly had conversations with their children about what was happening at school. The conversations the parents had with their children included goal setting, homework, and teaching and learning in the classroom. It is interesting to note that

one parent discussed with their child how their relationship with the teacher was going. Some of the responses were:

- General homework issues when she needed advice. She didn't offer much information on school issues. We kept up with some sporting games and activities she was involved with.
- Homework, behaviour, responsibilities etc.
- We would discuss how we wanted our son to improve in maths, which he then did.
- I like to know what my daughter is learning every day.
- We often spoke about how his day went; what things he was up to and we went through his homework together.
- Both school learning – the importance of giving everything the best she could, so that she could aim for whatever she wanted to do after college. We also discussed how social issues at school were affecting her.
- Importance of homework and teacher student relationship.
- Each week we would discuss what my son's class was focussing on and generally try to incorporate learning in all parts of his life. We all have active input discussing his homework.
- We talk regularly about what is happening at and around school. He understands the importance of listening (long may that last!)
- We often ask how she was getting on and what was happening in class.
- Sometimes only really what was required by them to achieve good results before he goes to college next year. (It seemed to have worked!).
- Fantastic homework assignments each week and my son often discussed the different topics they were learning.
- Making sure homework was done (Big Yawn). How his Reading and Writing was going because he often only talked about 142, his maths teacher.
- Regularly – discussing how to stay away from children who were making bad choices.
- We talked about her problem areas and tried to improve on them at home.
- Always asked what they were learning and what was planned for education in and out of the classroom, plus upcoming sports events etc.

Some of the positive responses from the parents of year 7 students were critical of the teacher in dealing with issues. Although the parents had discussions with the classroom teacher there seemed to be issues around the lack of teaching and learning in some classes. Again there were issues discussed during the year that were not addressed with the parents and this seems to have contributed to a negative perception toward the classroom teacher. A parent has commented on the lack of follow up with students and their homework tasks. This has resulted in the child not

doing any homework and the parents no longer caring. One parent has made comment about their son's Maths being too easy and the parent has not entirely blamed the teacher as they felt the teacher has a lot to deal with already. Some of the comments were:

- Needs to put far more effort in this year. We are concerned about the struggles he is going to face in College.
- It came down to teacher not being able to teach.
- But was told to get extra teaching elsewhere.
- Constantly reminded him he needed to do his homework but there seemed to be no consequences in class if it wasn't done – so eventually we all gave up.
- Discussion with my boy was to ensure levels of Maths and English weren't too easy. He often said the Maths level was too easy. I requested a meeting with the teacher early in the year and some extension occurred – but my child not really extended. Felt I would be too pushy to pursue further – teachers have enough to cope with but at some point extension is needed.
- We discussed issues such as the impact of class control and behaviour management issues had on classroom learning. We also discussed how a good relationship with your teacher made you feel more enthusiastic about learning. He had been very unhappy and felt unfulfilled educationally the year before, so we were stoked when he felt so different last year. We also talked about his need to resolve issues with peers around verbal teasing and put downs, which led to greater satisfaction with his class.
- My son said she was grumpy most of the time and she would put him down in class.
- Regularly about some bullying going on.
- Had a meeting earlier in the year with teacher and when learning problems and needs became way too apparent, I had a meeting with the Deputy Principal. That was hopeless because he was on the teacher's side and the teacher was inadequate. More to pick up on for next year as I was feeling it was all too late now.

Some of the negative comments made by the parents could have been attributed to their own relationship and communication with their child in the home. It may also have been due to their child not wanting to speak about school as they were not particularly enthused by it. Some of the comments were:

- It was like getting blood out of a stone!
- Had to really get it out of him. Some subjects he thrived others not so good.
- My daughter does not give out too much information on her school unless it is important to her.
- I tried to discuss issues with my son but he doesn't like to have conversations about these topics unless they are important.

- More like we ask questions – he answers. Not totally discussed
- Because we never had time, as I had to work every time Parent/teacher interviews were due.
- Very little – hard to get information from him. For example, results of tests he did, placement in classes, what or where he was going. Asked him often but he was unable to tell me. The teacher could not tell me either!
- We never talk about her school work.

Although there were three ‘no’ responses by the year 8 parents to question three, as shown in Table 4.8, parents did have discussions with their child about issues relating to their learning even though they were negative. The issues were in classroom teaching and learning. There were also behavioural issues in some classrooms that were affecting the teaching and the students’ learning. Many of the parents have made comments that there was very little learning going on in the classroom. One parent’s comment has confirmed there is not much learning going on in the classroom by looking through their child’s workbooks. This parent also raises issues about teachers not marking students’ work; the fact that nothing is done about bullying and no consequences for aggressive or bad behaviour. This parent also commented that they liked Teacher 106, but the teacher was not professional. Other comments from parents have supported the view of this parent about other teachers in the Coastal School. Some of the comments were:

- As much as she loved 106, she did not progress in her reading level and she went down a maths class and her end of year results were below average. How can that be?
- I often asked him what he did and what he was learning. Didn’t seem a lot. Book work confirms it. Lots of things – teachers didn’t mark work, didn’t care if a child reported bullying was going on. No consequences for bad behaviour, or aggressive behaviour. 106, was likeable but not professional.
- We discussed the “no homework,” also I don’t believe he did much work in class – we paid for extra private tutoring in Maths and English to help him. Apparently his Maths teacher didn’t like Maths.
- We had a lot of issues. School environment was not good. Not positive. My daughter was forever wanting to stay home. She did not learn a lot. She struggled with tests.
- We discussed and listened as to who the teacher yelled at today, and every day. When the teacher had time off for stress leave it was great for my child!
- My son’s class seemed to be out of control. Kids coming in to class throwing rubbish bins and punching kids, paper aeroplanes thrown, swearing and cheating on tests etc. We spoke to him about making good choices and focussing on his own work, but he found this difficult

with all the distractions. Work would be set by 124 and more often than not, the work was never checked to see if it was completed, so everyone including my son, just mucked around.

- We talked about how 124 was always distracted by the naughty kids and did not care what my daughter got up to because she was quiet – I can safely say she did not do much school work on a daily basis.
- Not much Maths happening I can tell you that!
- We often discuss what is happening in the classroom. I am horrified to hear “not much.”
- The work is not challenging and therefore my daughter coasts along. I’m worried about college next year!
- We did discuss test results. My girl said 106 was a great teacher, but we never saw great or even good academic results.

Some teachers have gone the extra mile to be accessible to some parents of their students. It seems that some teachers are well prepared in providing relevant information to parents in discussions about their child and some teachers have established a strong relationship with some of the parents. Some of the comments were:

- I met 106 at parent interviews and he advised I could contact him any time should the need arise.
- 114, was available most times I needed to talk to her. I found 114 quite nice.
- 124, was there when needed.
- She was very nice and always available for a chat.
- Always felt 142 had an open door for anyone to talk to.
- Always with 142, with clear and direct information about his behaviour and learning. I was involved with the school a lot.
- 142, was easy enough to approach and would make time.
- All the time with 142. She had her classroom door open to me and the whanau and we all (at times, 4 of us) felt comfortable every time.
- Always with 142, and she seemed to have her thumb on the pulse.
- I often saw 146 and I was very fond of her.
- 146, always willing to talk about any issues, also contactable via email. 146, also supported her students winter sports game. Impressive!

Some parents felt there needed to be more parent teacher interviews during the year. Again, there are issues with some classroom teachers in what was discussed in the parent meeting with the teacher. There is also an inconsistency in one particular class with the number of relief teachers (referred to as relievers) the students had in

one year. Comments from parents regarding this issue, has made a huge impact on their child's learning over the year.

- However, I noticed a difference at Intermediate versus Primary school, where I felt less inclined to communicate with teachers, maybe due to the promotion of increased independence of children at Intermediate.
- When 130 was present. We had two years of relievers not great for a student.
- Not as often as I would like.
- It was a different teacher every time! Too many relievers.
- Teacher did not know much about my kid. By this time, it was the third time I had to explain.
- Not enough parent teacher interviews. We needed a new interview every time there was a new teacher.
- I wasn't really encouraged to come in and speak.
- But I was afraid 134 would yell at me too!
- As the replacement for 130, was hopeless. Always used the excuse of only just taking over the class, when in fact she had been there for nearly 2 terms.
- Lip service only. Nothing really investigated in to the bullying of my child.

PPQ Responses to Question 4

Table 4.9
Parent Responses to Question 4

Question 4 - Was your child's teacher accessible to you last year?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	99/109	91.0%	59/72	81.9%	87.3%
No	10/109	9.0%	13/72	18.0%	12.7%

*Year 7 and 8

As presented in Table 4.9, 91% of the parents of year 7 students found the classroom teacher to be accessible and 9% did not. Also, 81% of the parents of year 8 students also found teachers at the Coastal School to be accessible. Generally, parents found they were able to have discussions with the classroom teacher at any time either face to face, via email or on the telephone. In most instances, discussions with the teacher were informative about their child's learning. Some of the positive responses for the year 7 students were:

- Would have quick chat even if I saw 108 out of school.

- If I needed, also 108 communicated via email for class trips and other information that needed to get to parents.
- We never had an opportunity to actually meet one on one.
- If we had any problems we were able to approach 108.
- Very much so. 110 made it quite clear he was available at any time and when a problem came up, he made himself totally available to deal with it.
- I didn't have any concerns but 110 always kept me up to date with my son's progress.
- I believe so for 110, but did not use it.
- 110 always available to discuss problems.
- Having been on camp with the class – a good rapport was developed with 110, so I felt I could go in and approach the teacher without any qualms.
- Only spoke to 110 on 2 or 3 occasions but there were no accessibility issues.
- 110 returned calls promptly.
- But we had no concerns with my son's schooling.
- 116, Always made time.
- We found 122, very approachable and available during the year. We were kept well informed of the classroom activities and curriculum via email.
- 144, was very accessible. Always returned calls and I always felt that the door was open.

Although some of the responses were noted as 'yes, the teacher was accessible,' some of the comments made by parents raises issues about the discussion they had with some teachers. Some parents were not satisfied with their interaction with the teacher. Some of the comments were:

- But 116 didn't really know what learning my child was doing.
- But the only time I needed 116 was at parent interviews! And he wasn't there.
- Spoke with 116 a number of times regarding any concerns – he wasn't really listening though. I felt he wanted to speak to the next set of parents behind us more.

The parents of the year 8 students found the teachers to be accessible and helpful. The responses were positive and parents were satisfied with the way some of the discussions, especially the way in which Teacher 142 had approached these discussions. Some of the positive responses were:

- I met 106 at parent interviews and he advised I could contact him any time should the need arise.
- 114, was available most times I needed to talk to her. I found 114 quite nice.
- 124, was there when needed.
- She was very nice and always available for a chat.

- Always felt 142 had an open door for anyone to talk to.
- Always with 142, with clear and direct information about his behaviour and learning. I was involved with the school a lot.
- 142, was easy enough to approach and would make time.
- All the time with 142. She had her classroom door open to me and the whanau and we all (at times, 4 of us) felt comfortable every time.
- Always with 142, and she seemed to have her thumb on the pulse.
- I often saw 146 and I was very fond of her.
- 146, always willing to talk about any issues, also contactable via email. 146, also supported her students winter sports game. Impressive!

Some parents felt there needed to be more parent teacher interviews during the year. Again, there are issues with some classroom teachers in what was discussed in the parent meeting with the teacher. There is also an inconsistency in one particular class with the number of relievers the students had in one year. Comments from parents regarding this issue, were that it had made a huge impact on their child's learning over the year. Some of the negative responses were:

- However, I noticed a difference at Intermediate versus Primary school, where I felt less inclined to communicate with teachers, maybe due to the promotion of increased independence of children at Intermediate.
- When 130 was present. We had two years of relievers not great for a student.
- Not as often as I would like.
- It was a different teacher every time! Too many relievers.
- Teacher did not know much about my kid. By this time, it was the third time I had to explain.
- Not enough parent teacher interviews. We needed a new interview every time there was a new teacher.
- I wasn't really encouraged to come in and speak.
- But I was afraid 134 would yell at me too!
- As the replacement for 130, was hopeless. Always used the excuse of only just taking over the class, when in fact she had been there for nearly 2 terms.
- Lip service only. Nothing really investigated in to the bullying of my child.

Parents at the Coastal School were generally pleased with how accessible teachers were to discuss their child's learning.

PPQ Responses to Question 5

Table 4.10
Parent Responses to Question 5

Question 5 - Were you satisfied with your interaction with your child's teacher?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	76/109	69.85%	50/72	69.4%	70%
No	33/109	30.2%	22/72	30.6%	30%

*Year 7 and 8

PPQ Responses to Question 6

Table 4.11
Parent Responses to Question 6

Question 6 - Did the teacher seem interested in discussing your child with you last year?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	91/109	83.5%	62/72	86.1%	85%
No	18/109	16.5%	10/72	13.9%	15%

*Year 7 and 8

Questions 5 and 6 are similar and the comments have been compiled together as the parent responses are similar (Tables 4.10 and 4.11 and Appendix H). Overall, 70% of the Coastal School parents felt satisfied with their interaction with their child's classroom teacher. However, 30% of the parents were not satisfied with the interaction they had with their child's classroom teacher. Generally, teacher discussions with parents were positive and the teachers seem interested in discussing the child's learning with the parent. Some of the comments were:

- 108, was always friendly and approachable. We received good feedback and comments. Always very positive and motivated.
- Very much so. 108 was positive.
- 108 said my child is hardworking and helpful. I believe that my child is learning loads.
- It was to know how my son was doing and where he was at and what level 110 wanted my son to be at- which was good to hear.

- 108, was very open in talking about my child and to my child. 108 spoke easily about her class work and about her social interaction with other students. 110 made you feel informed. He was great.
- 116, seemed interested in everything my daughter was doing.
- 122, was faultless in her attitude towards our child. A genuine care and concern for what worked best for the student and the student being comfortable to extend their thinking and learning.
- We were given accurate feedback on my daughter's progress during parent interviews. When we received the end of year report it was aligned to what we were expecting.
- 144, came to our house for parent interviews and stayed close to an hour to discuss my daughter. I was unable to attend interviews as I had back surgery.

Although parents of the year 7 students indicated that they interacted with the classroom teacher, clearly they were not satisfied. There were issues associated to the learning that were not addressed. Some of the comments were:

- Both teachers engaged with us meaningfully and with humour. It was a big improvement on the primary school feedback last year. Did not feel I had a great understanding on how my son was performing academically, compared to his peer group on a national scale until final reporting. It was evident that he has gaps in his maths knowledge.
- When I was able to see 116, he seemed distracted so I spent a lot of time looking at her art work on the walls and her school books.
- When I asked, but information from 108 was minimal.
- At the beginning with 140 – but I felt issues were not pursued and therefore the problem snowballed.

Some parents suggest that the reason for conferencing with the teacher is to discuss issues of misbehaviour and therefore they did not need to speak with the teacher. Some parents had made specific judgements about some teachers based upon their interactions with the teachers and again, the class with a number of relievers during the year had a negative impact on parents, as the teacher did not know who their child was. Lack of communication with the parents by the year 8 teachers, left some parents feeling frustrated. Some parents of year 8 students suggested that the teacher spent too much time on disruptive behaviour and the needs of their own child were overlooked or not being met. Some parents commented on the lack of enthusiasm and incompetence of some teachers. Some parents enjoyed the classroom teacher but did not feel comfortable or confident enough to discuss the academic learning of their child. Some of the comments were:

- Fortunately my daughter does not cause trouble, so we did not have the need for any discussion with 110.
- If I had any concerns 142, was always happy to discuss these with me. My son, was never a naughty child, so I didn't have to go in much.
- 116, could not communicate. 116, was always 10 ft above the rest of us busy looking down. I had to get my child out of his class.
- But 134 seemed incompetent as she did not know what information we were asking.
- She was okay. 134 seemed liked she lacked enthusiasm.
- When I asked at the parent interviews 120, did not have much to say. Meaning she is doing a job and that she has lost the passion for teaching – 120, has been teaching for over 12 years.
- Absolutely 130, recognised that my son needed to be stretched and that his abilities were ahead of a lot of other students. Unfortunately this did not happen very often.
- We had no discussions with either teacher, as Mrs X left a few weeks before parent interviews and 134 had only been there 2 weeks; so the new teacher did not know my daughter.
- Third term only – didn't really know which to see. Too many relievers.
- 124 talked a lot about other students and how they were disruptive in the class. Our concerns grew the more she talked.
- 130, said she had a handle on the naughty kids and ours was doing fine.
- 146, was always very positive about my daughter and I never had the heart to tell her that my daughter was a little bit disappointed about PE and doing more work.
- Once again this was more in relation to her well-being and although I am grateful for this, I wonder if any discussion regarding her learning would have occurred with 146. I understand the independent learning that is encouraged in an excellent learning environment.

Some comments made by the parents suggest that their child had made no academic progress during the year and their child's learning had taken a backward step. Teacher 134, in particular seem to have a negative relationship with some of the parents and students in the class. Some of the comments were:

- 134, did not communicate well at all. Some teachers do not offer advice or show concern if grades are slipping. We were not sure what to do.
- Interviews were over before it begun. 134 did not really tell us much about our daughter.
- 134, was not listening and she tried to cut us off every time we spoke.
- 134, was blaming all the other teachers before her. She said our son was way behind and did not know what the other two teachers were doing.
- My son seemed to learn more in year 7 than year 8 and felt he wasn't prepared for college. When sitting Maths tests he said $\frac{3}{4}$ of the test he has never been taught and had no idea.

When I talked to 124 about this she said it was a hard test!!! 124 has the gift of the gab and will say all the right things to make everything sound ok.

- 124, did not really know where my girl was heading to. That is a real concern for me as she is the teacher!
- Interviews with 124, were too short and too late in the year especially if my son was on the wrong track and needed to fix it.
- I was disappointed in a number of reading comprehension examples he had done, but my son had been away due to 'Swine Flu' – he had a cold. So missed every opportunity. If it had been so important, I felt, we could have been contacted by 146 and I could have supervised his working at home.
- Very minimal contact.

There were some positive comments made by the parents of the year 8 students, where they suggest the teachers were genuinely interested in the success of their child, by being thorough, displaying passion as a teacher, understanding the physical and emotional needs of their child and being intuitive about their child's abilities, strengths and weaknesses. Teacher 142, has clearly established some good relationships with the parents of the students in his or her class; and some teachers of the year 8 classes have formed good relationships with the parents and the students in their classrooms.

- 144, had relevant data ready at interviews.
- Working together with 144 for the betterment of my son.
- 112, was thorough.
- At interviews with 114. My son did well academically but had many disruptive students in his class.
- 124, was genuine in what she said and we felt our concerns were minor compared to others.
- And I would say with passion as I believe 130, enjoys being a teacher.
- I think it helps. 142, likes sport and my son enjoys sport too, so you've got common interests.
- All questions answered, either by email, text or in person by 142.
- 142, clearly understood my daughter's nature and needs, emotionally and physically.
- 142 was the coach of my daughter's netball team and we would talk all the time and text.
- 142, was always interested in what was going on in the home too which I thought was great, because at times my son's behaviour was at extremes.
- We would talk almost daily. 142, would often look for things for my girl to be part of whether it was cultural or sporting.
- Found 146 quite intuitive about my son's abilities strengths and weaknesses.

- 146, was really approachable. I thought she was genuinely interested in his progress.
- No problems with 146.

PPQ Responses to Question 7

Table 4.12
Parent Responses to Question 7

Question 7 - My perception last year of Coastal School was					
	<i>Poor</i>		<i>Average</i>		<i>Excellent</i>
	<u>Year 7</u>		<u>Year 8</u>		
Response	Number	Percentage	Number	Percentage	*School Percentage
Poor	23/109	21.1%	19/72	26.4%	23.2%
Average	54/109	49.5%	31/72	43.1%	47%
Excellent	32/109	29.4%	22/72	30.5%	29.8%

Question 7 was posed to parents to gain their overall perception of the Coastal School based on their interaction with the classroom teacher, their child's interaction with the classroom teacher and any other teachers in the Coastal School. The parents were asked to circle one of three general responses, *Poor*, *Average* or *Excellent*. They were then invited to comment further. Of the 23 *Poor* responses made by the parents of the year 7 students, 15 parents made additional comments. (see Appendix J).

Parents who perceived the Coastal School as *Poor* generally commented on the behaviour of other students and the constant bullying at the school by other students and staff. Comments were made about the poor leadership and the self-image the Coastal School has portrayed in the community. Some parents commented on Teacher 116 and the senior management team based upon their negative experiences with them. Some comments were more general and targeted toward the teaching staff of the Coastal School. Some of the comments were:

- There was a wide range of ability and enthusiasm in the teaching staff – from very good to very poor.
- Because of the evident bullying. I wanted to change schools but realised Intermediate schools are usually bad anywhere. Intermediate school should not exist – they do not work.
- I found that there were serious bullying issues at the school – not only with my own daughter. This occurred with two teachers. I was also worried about the lack of academic control – messy exercise books, no homework checks etc.

- 116 was terrible. He was too overbearing to my child and was a child himself at times. This is known only too well in the community. When will something be done about that?
- Everything was rugby with 116 – my daughter hated it.
- It's no wonder with teachers like 116.
- Would prefer more specialisation, more structured foreign language learning, the school was more like a college than a primary school. It was difficult getting responses from other staff to set up sports activities and a poor self-image of some classes e.g. "cabbage classes"⁴
- My son was told by 116, no less, that he was soft and needed to harden up if he was to progress to College in the next 2 years.
- Not enough discipline, too many kids in one class, teachers not able to control classes. Kids don't feel safe. Not enough communication.
- My son had a great year with 122, but overall perception of the rest of the school was fairly low.
- Poor leadership, staff morale, minimal effort and input by some staff in running extracurricular activities and sports. We are so surprised at the lack of policy around students being sun smart and wearing hats. If other schools can do it and they do successfully, surely this school can too! The thinking at the Coastal School needs to change. I thought it was a requirement under the Education Act and Health and Safety Act to have school hats.
- Bullying, no backup or support. Amazing what students could get away with.
- My son was bullied a number of times with teachers seeing some of these and not following it up. I phoned the school and spoke to Deputy Principal and I never had it properly dealt with. Also school sports – a lack of it and lack of support.
- Not satisfied with how management handled behavioural problems and issues. I had discussed some issues with senior management of the school and I felt that the school was being run by a bunch of clowns!
- Office worker and 116 were grumpy and abrupt to the students. Administration performance was shocking. Never saw the Principal (that says a lot!). Kids weren't wearing sunhats as instructed. Slack management skills.

Of the 19 *Poor* responses made by the parents of the year 8 students, 17 parents made additional comments. Again, comments were very similar to the parents of the year 7 students. Common themes are the constant violence and bullying at the Coastal School, the lack of communication by the staff and the incompetence of the teachers. There seems to be more comments made by the parents of the year 8 students on the leadership of the Coastal School. It is interesting to note, these

⁴ Booster class for students with learning difficulties

parents have been part of the Coastal School for the maximum period of two years. Some of the comments are below:

- It's a very poor school I am sorry to say. Not one teacher or the Principal took charge of the bullying and aggressive behaviour. They need deterrents – i.e. detention 3 times and then expel children. Children think they are in control. Quite workers can't concentrate with violence around. Very sad. Need a policeman in at lunch times.
- As the teachers are not visible. The Principal is not visible. There is no pride.
- Inconsistency of teachers. They are either poor or great.
- Complete lack of communication all round i.e., teacher, the office and parent. No discipline – that was a biggie. Truancy and smoking out of school and still in uniform and nothing done about it (looks terrible for the school). Class trips very unorganised i.e. 2 trips on the same date?
- Very poor. School seems to be focussed on offering best pupils the best teachers and learning environment. No communication offered between teachers and parents, no direction, no advice offered.
- The school needs a total make-over of teachers and definitely principal.
- Not what I expected it to be. It was very 'old' in every way. Buildings and Principal and a few teachers.
- 134, was rude. I really don't know how she became a teacher.
- Leadership from senior management was extremely poor.
- Nobody really knows what is going on in the school – right in front of their eyes.
- Who is the Principal?
- The quality of teachers was mediocre at best.
- Too numerous to write.

Of the 54 *Average* responses made by the parents of the year 7 students, 33 parents made additional comments. The parents were concerned about the bullying in the school and some parents felt this was common in Intermediate schools; some parents had issues with the teaching staff and seemed positive in the way their issues were addressed. There seems to be a level of acceptance of the parents of the Coastal School, where they realise the school is not perfect they seem to accept that there are challenges ahead for the staff and parents of the school to make it better and to learn from their mistakes, hence the *average* response. Here are some of the comments made:

- As my daughter had a term of being a victim to bullying. I am happy with how the school reacted and dealt with the situation. Her teacher was very supportive.

- We heard from other parents the school had issues, but none of these ever concerned my child.
- Due to distance and feedback from my daughter we don't have too much detail on her interaction with the teachers etc. My daughter's maths had improved and she had a great report card. My daughter has done well.
- It is a hard age to find the right balance. I have been pleased with 110 and the experiences my son has had. But as a parent, often I didn't feel completely, informed about a lot of programmes.
- I always think there's room for improvement and challenge.
- I've had no problems so far.
- Whilst I think 110, was good for my daughter last year, I think my daughter just cruised along and was maybe not pushed to her full potential. She is not overly sporty so she did not share the passion with 116 and the other class members. However, she participated well.
- I try to get involved – but it does not always work for a number of reasons.
- All I would hear about was the amount of bullying going on at the school.
- There were a lot of issues with my daughter and other children, 116 just ignored it and hoped it would go away and it didn't!
- Because of all the fighting happening at the school.
- Whilst I was very happy with my son's intermediate teachers, I did wonder about the school leadership at times.
- Yes, very good but my son wanted more maths.
- I was pleasantly surprised – thanks to new board of trustees and great class teacher.
- We felt discipline in the school was poor, there was no morale or school feeling.
- Communication about the school events was sometimes vague or confusing. The GATE class was good and we were happy with the educational side. Some concerns about lunchtimes and bullying. Kids behaving badly did not seem to be dealt with very well from what we heard.
- The teacher made every effort to accommodate and welcome my children to the school in term four. I felt there could have been more structured activities during lunch breaks.
- Olivia was in the GATE class which I think provides excellent schooling. I am not so sure if I would have been so happy if she wasn't in that class. I am pleased there was a change in Principal.
- Were a bit disappointed with some aspects like bullying and damage to property – but they were sorted out.
- I believe Intermediate is a neat time for kids with lots of things happening. The school does offer lots of things for extra activities in the way of sports etc.
- The school requires strong leadership and it needs to set higher standards in order to change the community perception. There appears to be a lack of pride within the school. We personally would like to see the uniform being worn as per regulations.

- There were issues that needed to be resolved about the leadership of the school. There were certainly improvements in some areas but lack of community engagement and an invisible senior leadership was evident.
- We personally had no issues with the teaching staff, but felt the school lacks in an effective discipline plan and direction.
- My daughter had a very good year, however, there was no parent interview, so if there were learning issues, I would never have known.
- Had a few concerns with bullying at the beginning of the year. With the help of Senior Management and 144, this situation was dealt with in a reasonable manner.
- No school is perfect.
- There were some bullying incidents but otherwise okay.
- Would like to see busses managed better – as this is where a lot of bullying seems to erupt.
- I wasn't sure what to expect, but my daughter seem to enjoy school last year.
- I feel the Coastal School has the potential to become an excellent school. Hopefully the new leadership of 2010 will enable this to happen.

Of the 22 *Excellent* responses made by the parents of the Year 7 students, 22 parents made additional comments. Some parents could see the improvement over the last two years and seemed positive that the School would perform better. Some parents and their children had very positive experiences with the teacher, the classroom teaching and with other teachers in the school and therefore they had a positive perception of the school. Some of the comments from parents of Year 7 students were:

- Because when 108 is teaching, then the kids listen.
- Thanks to 142, 108 and her peers.
- My son was confident and extending himself in every area.
- The school has improved in many ways over the last year or two! It has started to lose its old feel! It has new and enthusiastic staff coming on.
- We had no problems at all while my son was attending school.
- My daughter's teacher helped resolve a couple of problems that arose at school. In my opinion, 110 went out of his way to help and made us feel really good about our choice of school for her.
- My daughter loved her class- they all got along really well.
- Lots of opportunities and fun exciting times.
- My son had a great year at school both socially and academically. He has a positive attitude and access to extra curriculum activities if he wanted. Field trips etc. I feel the school has a good concept of community.

- The teachers were not the problem at all. My son's problem was other boys; coming to and from school. The teachers were excellent.
- Had a great year and my child made improvements in school work.
- In terms of 120. I felt the communication from other areas of the school were poor. Over the 2 years I had seen the Principal only once!
- I find it a well-balanced school. My daughter enjoyed the experience.
- My daughter had an excellent year and it showed in her report. It was disappointing to hear some of the problems that the school was having.
- I have had a great experience with the school.
- Far better than school down the road.
- I believe that there are committed teachers who strive to do their very best for their students at the school. Any dealings I had with teachers were always positive.
- Very well organised. Administration always made contact whenever my child needed me.
- The school is trying hard.
-

The parents of year 8 students were similar to the year 7 parents where they too had positive experiences with the classroom teacher and with other teachers in the school and their perception of the Coastal School was positive. Some parents could see the 'light at the end of the tunnel' and they could see that under new leadership the Coastal School could be great. Here are some of the responses:

- As last year I had 2 children at the Coastal School, I was always sorting out one child or the other and the teachers and office staff were very good at helping with any problems. Both kids had broken bones at some time and all the help we got from the staff was great.
- My son really enjoyed his 2 years at the Coastal School.
- Good learning for the student.
- Has been a good stepping stone to College.
- Sport and music was great.
- It was very pleasing to see that 142 attended most sports events.
- I loved the school, Principal and teachers. Plus, I became so involved that I think the teachers thought I was part of the furniture.
- The Coastal School is very focussed on transitioning their students in the readiness for college and life skills.
- My daughter enjoyed going to school and learning, participating in activities and to her best ability, got on with her peers and teachers. I had no problems at all.
- For me and my kids. We were lucky to get the best teacher, 142, who could make things happen and therefore we did not have to deal with anyone else.
- My son had loads of opportunities to grow and develop.
- 142 made our life easy especially for our daughter at this tricky age.

- With a new Board, new Principal and teachers like 142, the school has huge potential to be great!
- Loved it!
- The school management let the school image down. Change that and this school could be anything they wanted!
- The GATE class provided everything we wanted for our daughter.
- Our child seemed well organised and had good opportunities. She did not take as many as we would have liked, but that was her problem.

As presented in Table 4.12, the parent responses to question 7 shows, 23% of the parents perceived the Coastal School as *Poor*. Another 47% of the parents felt the school was *Average* and 29% perceived the school to be an *Excellent* school for their child to attend. The percentages are similar for parents of year 7 and year 8 students. The general perception of the Coastal School is positive with 76% of parents perceiving the school as *Average* or *Excellent*. It is significant to note, however, that 23% of the parent community perceive the school as *Poor*. This equates to 42 of the 181 parents surveyed, who will relay their perception of the school to other parents in the community, which will in turn, contribute to a negative perception of the Coastal School in the community.

PPQ Responses to Question 8

Table 4.13
Parent Responses to Question 8

Question 8 - Is Coastal School your school of preference for your child?					
Response	<u>Year 7</u>		<u>Year 8</u>		*School Percentage
	Number	Percentage	Number	Percentage	
Yes	83/109	76.2%	44/72	61.1%	70.2%
No	25/109	22.9%	26/72	36.1%	28.2%
Unsure	1/109	0.9%	2/72	2.8%	1.6%

*Year 7 and 8

Table 4.13 shows that 70% of the parents surveyed responded 'yes,' to question eight. Of the 181 parents surveyed, 127 parents agreed. Twenty eight percent responded 'no,' to their child coming to the Coastal school next year. Of the 181 parents surveyed, 51 parents did not choose the Coastal School as their preference. It

is significant to note, that approximately a quarter of those surveyed would not send their child to the Coastal School and that they would look for another school to educate their child.

Question 8 was significant for two reasons; it was posed to parents to assist in summarizing the parent responses to questions 1 to 6. It was also posed to identify the parent perception of the classroom and school environment based upon the relationship, if any, that was formed with the classroom teacher. Depending on the relationship the parent had with the teacher, it was important to note whether this had influenced the decision of the parents on whether or not they would send their child to the Coastal School, based upon their experiences. The parent responses to question 8 seem to refer to their experiences with the classroom teacher and or the school, and this has influenced their decision in whether or not they send their child to the Coastal School.

Some parents sent their child to the Coastal School as it was most convenient for them as it was the only Intermediate school in the area; some parents believe in supporting the local school in the community; some parents were following traditional as other members of the family had been to the Coastal School. Some parents were relieved that the appointment of a new principal will lead the school in to some much needed change next year. Parents commented on how the school is in need of a fresh look and a fresh start and that the school will only get better with a new principal next year. Some parents commented on the professionalism of some of the teachers in the school which made a huge impact on their positive perception of the school. Some of the comments were:

- School is an important part of the community and it is important that we support them.
- Convenience mostly - as we live in Mount Maunganui.
- Lack of choice really. I would like to support this community and I am relieved about the change in Principal.
- Intermediates are the best place for year 7 and year 8 students. We have had only positive dealings with the Coastal School.
- We were very lucky that our daughter got 110 as her first year 7 teacher. 110 bought out the best in her in terms of school work. I think he is a great advocate for the school.
- I went there and it is the only Intermediate school in Mount Maunganui. I want my child to make his own decisions in school not go by the school's reputation.

- Due to closeness to home and a good reputation held at the Coastal School. He will not the local College though, due to reputation.
- I believe that an Intermediate school is the best place for my daughter rather than a combined Intermediate/ College. Tauranga School is too large and the Coastal School does have some great aspects, where a good administration can really build on.
- The Coastal School has a sports programme.
- I've sent three of my four children there depending on the decisions of my next youngest children – I will probably send her there as well.
- Because it's our local school and my husband went there. Whilst I don't think that it is an amazing school, I don't think it is a bad school either.
- Because most of my son's friends were going there and other family members said it to be a good school.
- My other daughter will be attending too.
- Because it is closer and cheaper than the other Intermediate School.
- It's the only Intermediate in the area.
- My children, especially the twins really loved school last year as they were given a lot of support and encouragement.
- I like the way the teachers teach the children how to be more responsible and the Technology subjects are organised well i.e. Hard Materials and Foods.
- He wouldn't have had the opportunity to do Hard materials which he just loves. So we are pleased we sent him to the Coastal School instead of keeping him at the other Primary School for year 7 and year 8.
- Convenient location means easy participation in school activities when we are invited to the school during school hours.
- We specifically came to the Coastal School from a school that already offered year 7 and year 8 option. Targeting just the specific age group was a deciding factor.
- It's our local school and we feel strongly about staying and supporting local.
- We are very keen to support our local schools – and we are looking forward to seeing changes by the new Principal
- We expect it will be a different school with the new Principal starting. It should be a great school. It could do with a bit of freshening up under the new Principal. Teachers need more enthusiasm.
- Geographically, yes – close for cycling and walking from school. Socio-economically – no. The contributing primary schools appear to have vastly different behaviour standards, morals, values and attitudes – which seemed to cause a lot of conflict in day to day activities around the school. A few 'rat bags' made things difficult for everyone at one end of the spectrum. The other end there appeared to be only a handful of educated, dedicated parents (some working as well) who do all the voluntary work.
- We live close by and I believe often one school is no better or worse than another – only people's perception changes. Support local is my motto.

- I am a strong believer in sticking local, and supporting your local school.
- The school has pretty good academic outcomes. His friends attend the school. He can bike down and back home with little effort. He enjoys the academic programme and he has not had any problems within the playground apart from verbal teasing from his own classmates. While the school is discussed negatively within the community, my experience of my children's attendance, has largely been positive. A new Principal will make a difference. My son, enjoys the school and he is doing well – the most important factors for us.
- It's the closest school and I don't see anything wrong with it.
- We appreciate the hard work and effort teachers put in, to give my child a good education.
- Because I have had great experiences with 140 and feedback from other parents as well.
- I genuinely appreciate all teachers and their difficult roles they face on a day to day basis
- Although there are always areas of improvement for any school, as education is an evolving thing. I chose to send my son here, because I believe it offers him the opportunities he needs for his future.
- My daughter had a fantastic teacher (114) and she did well.
- It is our local Intermediate school. I believe that a community that works together, builds a strong school and vice versa.
- It's the local school. From Primary to Intermediate and then College. It's local and they can start identifying themselves within the Mount Maunganui area.
- I actually intended for my daughter to remain at the other Primary School for year 7 and 8. However, she chose to go to the Coastal School. She has enjoyed it and I believe this school and particularly her teachers have brought out the best in her.

Parents of the year 8 students have completed two years at the Coastal School, some parents felt that with better teachers and a new principal, the school could be great. Generally, the parents felt they needed to support the local school; it was the only school in the area and as their other children had attended the Coastal School they would continue with family tradition. Some parents were pleased with the teaching and learning happening at the Coastal School. Some of the comments were:

- Good friendly staff and I have had no problems with my 3 that have attended the Coastal School.
- I sent my son there instead of remaining at the other Primary School for year 7 and year 8, as I believed it to be a stepping stone to College. However, in hindsight he perhaps should have stayed at his old school to better develop his music in their music facilities.
- I believe it is good for a child to continue from primary to college with friends and why pack them on a bus at 7am to go to school in Tauranga.
- With better consistency of good teachers it would be good for the families and community.
- If only the Principal would leave.

- Very accessible and with child friendly environment. My daughter told me that she liked and enjoyed the Coastal School.
- I have another son in year 7 this year. A good stepping stone as opposed to the other school. But I think the work and help offered to the children needs to be addressed.
- The school is local.
- The community want it to work for our kids.
- There are some good teachers there.
- I like the idea of the full primary situation and to be surrounded by others of the same age. I also believe in supporting your local school and not bussing out of your community. The Coastal School has had lots of management issues and it also has some questionable teachers. My son had a fantastic year with 108, and had a wasted year with 116. My daughter had a fantastic year with 140 – if only all teachers could be the standard of 140 and 108. Both my children have never been bullied and both really enjoyed being at the Coastal School.
- Maybe a yes now that you have a new Principal and I wish the board all the very best. Having been on the board, I understand the challenges you face and Boards do make a difference with how schools operate. Be strong.
- Maybe. I have another daughter yet to reach Intermediate age and to be perfectly honest at this stage, I am unsure of where to send her to this school. She has been in a bi-lingual unit for the past 3 years and the Coastal School offers nothing in this area – other than Kapahaka.
- My son can work better with a better leader.
- And I would say with passion, as I believe 130, enjoys being a teacher.
- Absolutely 130, recognised that my daughter needed to be stretched and that her abilities were ahead of a lot of students. Unfortunately this did not happen very often.
- 130 was good and others, but the majority of the teachers were there for the pay.
- It's local.
- I support the community.
- Now there is a new Principal. I'm looking forward to my son starting next year. It's the only school close to where we live.
- Only went to the Coastal School due to locality.
- Definitely. I've sent my son there and I would most definitely send my daughter (youngest) there. I always recommend the Coastal School to other parents.
- My eldest daughter is currently a student at the Coastal School and she also loves being there, having transferred from another Intermediate. My daughter did so well with 142, that we knew it would be good for her sister in her academic and sporting goals.
- Because of my child who attended this school, I have no problems in sending my younger daughter to this school.
- Only if my child can have 142 as his teacher.
- There are so many opportunities.
- But the Principal needs to get out of his office.

- I chose the Coastal school. I am a teacher myself and I could clearly see the strengths and weaknesses. No school is perfect and I am very happy that my daughter attended.
- I have a strong belief in community and with this, I would hope my child is enjoying his Intermediate years with people that are visible in other areas of community.
- It's the local school. My child has a great network of local kids and friends. Independence in cycling to school and sports practices. The Coastal School is good for my child's confidence in learning and social interaction.
- Prefer local (community based) – heaps of benefits socially as member of Mount Maunganui community, known to teachers and other children.
- We take no notice of parent perceptions which are prejudiced and self-serving. We read the ERO⁵ and talked to other professionals. All ok.
- I strongly believe that children should learn in their own community.
- I felt it was important for my children to get themselves to and from school easily (not prepared to bus them off to Tauranga schools). It is important they go to school within their own community. The Coastal School is not seen in a good light within the community, but I believe nothing will change if families continue to send children 'away' to other schools.
- Pleasing improvements have been made with hopefully more to come.

4.5 Summary

This chapter has presented the results from the application of the QTI in a primary school. It has proven the validity and reliability in using the QTI in primary classrooms in New Zealand. The QTI has provided results and analysis of teacher typology and sector profiles of the Coastal School teachers in a New Zealand classroom. Qualitative and quantitative data have formed the basis of the results of the PPQ completed by the parents of the Coastal School. In reporting on the results of the QTI and the PPQ, there are a number of similarities and differences between parents' and students' perceptions of classroom teachers in this primary school in New Zealand.

In Chapter Five, the correlation of the QTI and the PPQ for two teachers are discussed and evaluated. A case study of each of Teachers 142, and 116 is used to identify a number of similarities and differences between parents' and students' perceptions of classroom teachers' in a primary school and the correlation of the QTI and the PPQ.

⁵ Education Review Office audit report on the Coastal School.

Leadership of the Coastal School has been under scrutiny by the parents of the Coastal School, it is also a theme that is linked to the QTI and reported, and in Chapter Five, the researcher will explore the theme of leadership in analyzing the results of the QTI and PPQ.

CHAPTER 5

CASE STUDIES

5.0 Introduction

In this chapter, the results of the application of the QTI and the PPQ for two teachers are discussed and evaluated. Case studies for Teachers 142 and 116 have been used to identify a number of similarities and differences between parents' and students' perceptions of classroom teachers in a primary school in New Zealand. Associations between the QTI and the PPQ are also examined.

Leadership of Coastal School has been under scrutiny by its community and this is also a theme that is linked to the QTI and reported in the PPQ. In Chapter Five, the researcher explores the theme of leadership by analyzing the results of the QTI and PPQ. The importance of the principals' leadership role in school effectiveness has been well researched. Halpin and Croft (1963) emphasized the importance of open-school climates and the need for genuine behaviours of teachers and principals (Kremer-Hayon & Wubbels, 1993). Effective leadership has been discussed in Chapter Two. The comments in this chapter made by some of the parents of the Coastal School, is evidence that an under-performing principal can have a detrimental effect of the teaching and learning in a school and the perception of a school by the community.

Interviews were conducted during the duration of this research project with students and parents on a convenience basis in order to clarify possible problems between the students and the QTI and the parents and the PPQ. The random nature of the selections provided confidence that the sample interviewed would be impartial. Appendix G contains a copy of the interview protocol that was followed during the interviews. Appendices H and I contain the compiled comments and remarks made by the students and parents during the interview sessions. The interviews are compiled to provide a snapshot of how the interviewees understood and interpreted the QTI and PPQ. The purpose of the interviews was to provide qualitative data, in order to clarify and verify whether the QTI and PPQ were actually being answered as

intended by the interviewees (student or parent). Verbatim quotes were used in the recording of these in order to avoid misinterpreting student and parent comments.

Students were given a copy of their QTI and questions in the QTI were selected as the focus of the discussion. Parents were given a copy of their PPQ and questions were again selected to be discussed further during the interview. In summary, it was found that the interviews provided sufficient evidence to support what the participant answered on the QTI or the PPQ and it was what they intended to say. From the analysis of the student interviews, and their respective scoring on the QTI, it appears that the QTI is a valid instrument for recording the participants' perceptions. It is interesting to note that the students' and parents' perceptions of the teacher were similar. The dualism of using qualitative methods of research was useful in confirming the student responses to the QTI and the parents' responses to the PPQ. Thus, the qualitative data originate from the interview questions, which were derived from the QTI and PPQ.

5.1 Case Study Teacher 116

Table 5.1 presents the students' perception of the interpersonal behaviour for Teacher 116. Figure 5.1, is the QTI profile of Teacher 116 and Figure 5.2 is the "Drudging typology" (Brekelmans et al. (1993, p. 49). These data allow comparisons to be made between the QTI profile of Teacher 116 with the Drudging typology and PPQ comments made by the parents of the students in this classroom.

Table 5.1

Students' Perceptions of Interpersonal Behaviour for Teacher 116

	Lead	Help/Fr	Under	Freed	Uncert	Dissat	Admon	Strict
Mean	2.38	2.15	2.15	1.54	1.72	1.63	2.09	1.77
Std. Dev	0.70	0.94	0.71	0.49	0.74	0.89	0.90	0.53

N=26 students

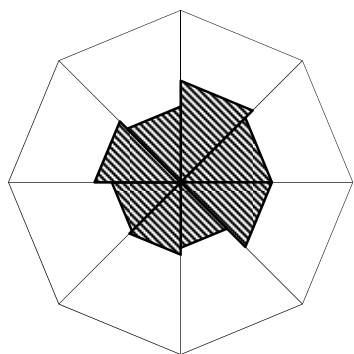


Figure 5.1. QTI Profile for Teacher 116.

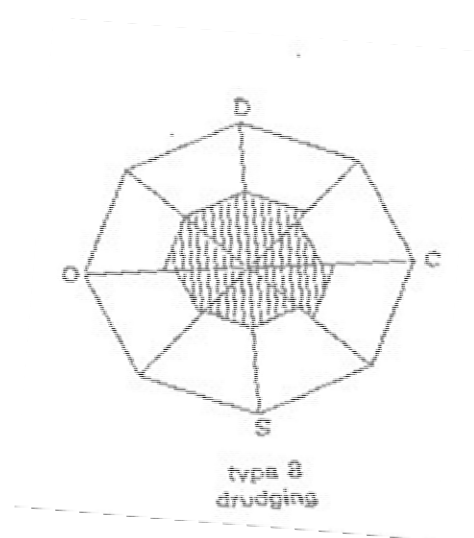


Figure 5.2. Drudging typology.

Teacher 116's communication style as perceived by his students, seems to match the drudging typology. There is a slight variation to the Drudging typology where Teacher 116 tends to score slightly higher in the admonishing behaviour. As shown in Table 5.1, Teacher 116 behaves in a more oppositional manner. The Drudging teacher's class varies between Uncertain/Tolerant and Uncertain/Aggressive. He or she usually succeeds, but not before expending a great deal of energy. Students pay attention as long as the teacher actively tries to motivate them. When they do get involved, the atmosphere is orientated toward the subject matter and the teacher does not generate much warmth (Brekelmans et al., 1993, p. 49).

He or she generally follows a routine in which he or she does most of the talking and avoids experimenting with new methods. The Drudging teacher always seems to be going downhill and the class is neither enthusiastic nor supportive nor competitive. Some of the parent responses to question one, did your child talk enthusiastically about his/her teacher last year seems to support the communication style of Teacher 116 as drudging.

Some of the comments were:

- My son does not communicate much about school or 116.
- I don't think 116 liked kids!
- At times but not really. She talked more about events rather than about 116. She may not have clicked as well with 116 – being male and sporty.
- Don't think he has ever talked enthusiastically about 116.
- Well not really because she really didn't like 116.
- 116, was too angry and too bossy. 116 didn't know how to have fun.
- From what I gather, my daughter seemed to cope with the workload, however, she did not seem to be passionate about any of it. She enjoyed the Technology subjects more as they were all new to her. She enjoyed the science project and her homework projects.

Unfortunately, because of the continual concern with class management the teacher sometimes looks as though he or she is on the verge of burnout (Wubbels et al., 1987 cited in Wubbels & Levy, 1993). The comment made by a parent supports this view in saying that Teacher 116 was too angry and too bossy. Teacher 116 didn't know how to have fun.

As a Drudging type, Teacher 116 tends to vary between the Uncertain/Aggressive and Uncertain/Tolerant types. Teacher 116, supports the view of Brekelmans et al. 1993, where the Uncertain/Aggressive type teacher is regarded more of an opponent by the students and a lot of time is spent in escalating conflict. Students seize nearly every opportunity to be disruptive, and they continually provoke the teacher by jumping up, laughing and shouting out. One thing is constant, the teacher continually struggles to manage the class. (Brekelmans, Levy, & Rodriguez, 1993). A parent comment supports this perception of the behaviour by Teacher 116 and comments on other behavioural issues within in the class that have disrupted the learning for some students.

- 116, was always grumpy. My child said 116 was a kid most of the time the way he fought and argued with other students.
- I think there may have been issues with other children who were continually disruptive that the teacher had to cope with in the class.
- Enjoyed the time spent doing sport – the only thing 116 liked doing.
- It came down to teacher not being able to teach.
- I tried to discuss issues with my son but he doesn't like to have conversations about these topics unless they are important.
- I don't think my child learnt a thing last year. Neither did the teacher.

Teacher 116, also matches the Uncertain/Aggressive typology in that, he or she prefers to think with a 'first, they'll have to behave' mentality as commented by a parent:

- My child says his class never do PE (Physical Education) with 116. He is too busy shouting at them to do their work. He threatens them to work in silence for the morning or they will not do PE.

The parents' perception of Teacher 116 seems to be based upon discussions they have had with their children and what their children have told them about their teacher. Teacher 116 demonstrates a level of behaviours in uncertainty (SO), dissatisfied (OS) and admonishing (OD). Generally, the students were not enthused about Teacher 116 and the talk at home was negative. Similarly, parents perceived Teacher 116 as a teacher who did not know how to have fun; who was too angry or grumpy; who fought and argued with their child; who could not communicate and who did not really like kids. However, at times these discussions were not always informative and some parents were not satisfied with the outcome of their discussions with Teacher 116. This behaviour is similar to the profile of the Drudging teacher, where they always seem to be going downhill and because of their continual concern with class management the teacher sometimes looks as though he or she is on the verge of burnout. (Brekelmans, Levy, & Rodriguez, 1993). Some responses to questions 4-6 were:

- But 116, didn't really know what learning my child was doing.
- Spoke with 116, a number of times regarding any concerns – he wasn't really listening though. I felt he wanted to speak to the next set of parents behind us more.
- I could not believe how incompetent 116 was.

- 116, didn't have a clue on where my kid was at, or going to!
- 116, can't even have a simple adult conversation – how do you expect him to have interaction with my child?
- When I was able to see 116, he seemed distracted so I spent a lot of time looking at her art work on the walls and her school books
- 116, could not communicate. 116, was always 10 ft above the rest of us busy looking down. I had to get my child out of his class.

Some comments were made by other parents of the Coastal School who did not have a child in the classroom of Teacher 116, who also had a negative experience.

- Only one in particular caused major concern. 116 – with his negative attitude.
- 116 made him feel like he was hopeless.

The reputation of Coastal School is tarnished by the negative experiences the parents and the students have had with Teacher 116. Due to these experiences some parents and some students have had with Teacher 116, some parents perceive the school to have unprofessional teachers and as a school where bullying is accepted. An example of how Teacher 116 scored relatively high in the areas of admonishing, 2.09 and strict 1.77 behaviours is commented on by a parent where Teacher 116 advises her son that he is being too soft.

When a teacher's communication style is perceived by some parents and students as drudging, many of the experiences are negative and the perception of the school is then negative. Some of the comments made by the parents about Teacher 116 in response to question 7 - My perception last year of the Coastal School follows:

- 116, was terrible. He was too overbearing to my child and was a child himself at times. This is known only too well in the community. When will something be done about that?
- Everything was rugby with 116 – my daughter hated it.
- All I would hear about was the amount of bullying going on at the school.
- There were a lot of issues with my daughter and other children, 116 just ignored it and hoped it would go away and it didn't!
- It's no wonder with teacher's like 116.
- Because of all the fighting happening at the school
- My son was told by 116, no less, that he was soft and needed to harden up if he was to progress to College in the next 2 years.

Interestingly, the parent responses to question 8; is the Coastal School your school of preference for your child, were generally positive. However, these comments were generally positive due to the locality of the Coastal School. Some negative comments were made by some parents on their perception of the School after experiencing Teacher 116. Some of the comments were:

- I've sent three of my four children there depending on the decisions of my next youngest child – I will probably send her there as well.
- Because it's our local school and my husband went there. Whilst I don't think that it is an amazing school, I don't think it is a bad school either.
- Why would we after this experience with 116?
- It is a kind school and my child is happy there.
- My other daughter will be attending too.
- Definitely not....and I will make sure my friends don't send their kids either!
- Because it is closer and cheaper than the other Intermediate School.
- Never researched other Intermediates due to location.
- Not if the teachers are like 116.

Although the comments made by some parents are positive, parents expressed a general preference for the Coastal School due to location and easy accessibility or to continue the tradition where other family members have been past pupils of the school. There are, however, three comments that based on their experiences with Teacher 116 suggest that they will no longer be sending their children to the Coastal school. One parent will go further and tell others to do the same based on his/her own experience.

The drudging typology seems to match the QTI profile of Teacher 116 and this is also supported by responses to the PPQ from parents whose examples of the behaviours and communication style of Teacher 116 match the Drudging type.

Table 5.2

Students' Perceptions of Interpersonal Behaviour for Teacher 142

	Lead	Help/Fr	Under	Freed	Uncert	Dissat	Admon	Strict
Mean	3.54	3.40	3.36	1.87	0.99	1.08	0.95	1.71
Std. Dev	0.31	0.52	0.40	0.73	0.71	0.72	0.50	0.61

N=22 students

5.2 Case Study Teacher 142

Teacher 142's communication style as perceived by the students (see Figure 5.3) seems to match the Tolerant and Authoritative type. Furthermore, the comments made by the parents who have a child in the class of Teacher 142, seems to match the Tolerant and Authoritative type and aligns with elements of type 2 typology, Authoritative. Table 5.2 shows that Teacher 142 demonstrates high interpersonal skills in Leadership (DC), Helping Friendly (CD) and Understanding (CS). The means for these three scales are 3.54, 3.40 and 3.36, respectively. This teacher's QTI profile shown in Figure 5.3 illustrates this. The profile for Teacher 142, shows leadership (DC) at 3.54 and uncertainty (SO) at 0.99.

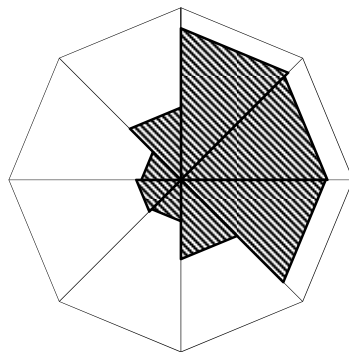


Figure 5.3. QTI profile for Teacher 142.

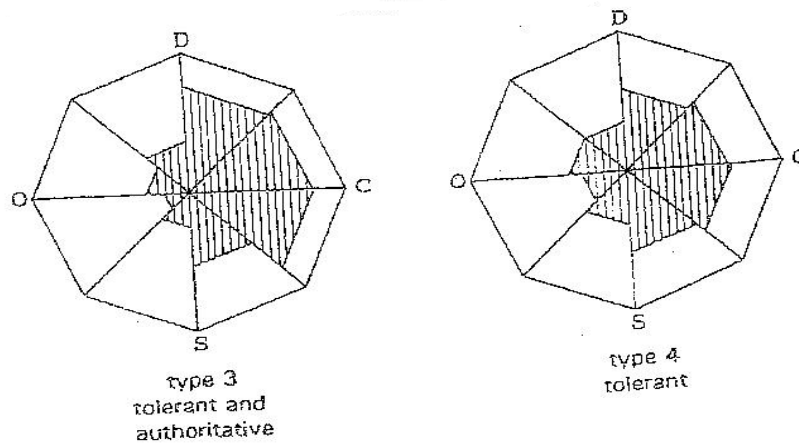


Figure 5.4. Tolerant and Authoritative and Tolerant typologies.

The authoritative classroom atmosphere is well-structured, pleasant and task-orientated. Rules and procedures are clear and students don't need reminders. They are attentive and generally produce better work than their peers in the Directive teacher's classes (Brekelmans, et al., 1993). Comments made by the parents who have a child in this class, seem to support the Tolerant and Authoritative type in their responses to the PPQ. Students of Teacher 142 seemed excited about going to school and highly motivated to learn. Learning was fun and the students were enthusiastic about school. Some parent responses were:

- A boy who enjoys the physical side of sport, but can also with an enquiring mind -he found the class as a whole, lots of physical fun; but good fun learning too.
- Definitely with 142. He was highly motivated to attend school each day. I could not believe it was my boy!
- Yes, yes, yes, always.

The authoritative teacher has lessons that are well planned and logically structured and that he or she is considered to be a good teacher by students (Brekelmans, et al., 1993). Some comments made by the parents, suggest that Teacher 142 is a teacher who establishes positive relationships with many of the students. Some parents commented that Teacher 142 was inspirational to them, as parents and to their child and that Teacher 142 has a good rapport with many of the students in the school. Teacher 142 is a teacher who encouraged the students in to new experiences.

Some parent responses were:

- He found 142 to be friendly, easy to talk to, and someone who believed in the kids! Doing their best.
- We would ask him daily how school was and he would have positive comments about his class and 142.
- My girl was excited with most of the subjects she did with 142. She spoke highly of 142 and still does today. 142 made a big impact on my daughter.
- She loved 142.
- All the time about 142.
- 142, was an inspiration to me as a Sports Teacher and also as a person. Her personality, understanding and her commitment to our class (students).
- My girl thought 142, was an awesome teacher who encouraged her into participating in Waterpolo; a game she had never played before.
- My boy enjoyed 142, especially with her encouragement to try new sports.
- She would say 142 could be really strict but 142 also knew how to have fun.

The comments made by the parents who had a child in this classroom were once again generally 1 positive to Question 2 - Did your child talk enthusiastically about other teachers in the school last year?

- Only one in particular caused major concern. 116 – with his negative attitude. Otherwise, my son was generally neutral about most. 106, was often spoken well of.
- Disappointed with my son's Maths teacher, as there were issues that we were not made aware of until his school report came home. Easily could have been corrected with a phone call to us that 142 ended cleaning up.
- In all her school years, other teachers would enquire about her quietness. But year 8 at the Coastal School has been her best year so far.
- 110, 140. They were both no nonsense teachers and the students respect that.
- She found it easy to talk about most of her teachers, but not as easily with 142
- Really enjoyed 144 for Maths.
- My daughter enjoyed 140 as her Maths teacher.
- Enjoyed going to Squash with Mrs X.
- She really liked 124 and the way the year 8 social was organised.

Teacher 142 had many parents who did not have students in her class who were very positive to question two. Teacher 142 had formed relationships with other students in the school as a maths teacher or in other extra-curriculum areas. Comments by other parents were:

- Didn't comment on other teachers, but he thought highly of 142

- Occasional positive comment – mostly around sport and 142
- He enjoyed playing Waterpolo with 142. Yes. Had a lot to say about certain sports teachers 142 and kapahaka tutors
- Mainly commented on other sporty teacher – 142, Technology teacher and 110
- 142 in organising sporting billets
- 142 through Waterpolo
- 142 and North Island Waterpolo
- Two Technology teachers, 142 and 146 were teachers that came into contact with my daughter and made an impression on her.
- Really enjoyed Technology teachers x 2 and loved maths with 142.
- 142 his maths teacher as this is his favourite subject.
- Yes. 142 for maths.
- Only if we asked, like maths with 142 or how tech classes were going.
- Other than 142 who encouraged him into playing Waterpolo.
- 116 always sour and grumpy. Technology teacher yells too much. Another technology teacher does baby art. 142 was cool.
- 142 was a guiding light for my girl's Netball and Waterpolo.
- Really enjoyed lots of teachers especially in specialty areas, sports, 142 and some in management roles I think.
- But no negatives either. 142, was a great netball coach and hard worker for the School.

Tolerant/Authoritative teachers maintain a structure which supports student responsibility and freedom. They use a variety of methods, to which students respond well. They frequently organise their lessons around small group work (Brekelmans, et al., 1993). Parents of the students who had Teacher 142, had regular conversations about the teaching and learning in class. The parents seemed interested in their child's day at school. The parent responses to question three; Did you discuss issues related to school learning with your child last year were:

- Constantly aware of the need to keep on top of things for College next year. We discussed his results to date and what he would be aiming for next year for College.
- Constantly discussing schooling matters and keeping up his motivation.
- All the time. My daughter, found a new confidence in learning at school and she seemed absolutely happy.
- All issues covered at parent teacher meeting.
- In speaking about certain issues, we felt she definitely was listening and she had confidence in speaking up about her opinions.
- He always bought it up. It was never a chore to get him to talk about his day.
- It was trying to stop her from talking – that was the problem. She would give us every detail.

Questions were asked of parents on whether their child's teacher was accessible and whether they were satisfied with their interaction with their child's teacher. Some parent responses suggest that Teacher 142 had an open door policy in the classroom. Teacher 142 seemed to be comfortable to discuss student learning with family whenever possible. Teacher 142 seemed to know where the students were at in their learning and could give advice and information to parents of the students.

Brekelmans et al. (1993) indicated that there are some examples of the authoritative teacher where the teacher is enthusiastic and open to students' needs. He or she takes a personal interest in them, and this comes through in the lessons. While his or her favourite method is lecture, the authoritative teacher frequently uses other techniques. The lessons are well planned and logically structured and that he or she is considered to be a good teacher by students. Students work to reach their own and the teacher's instructional goals with little or no complaints.

- Always felt 142 had an open door for anyone to talk to.
- I was never able to attend teacher parent interviews so asked if I could speak to 142 during the day. At times, I would fly past the window and she would be more than happy to give me an update.
- Always with 142, with clear and direct information about his behaviour and learning. I was involved with the school a lot.
- All calls were returned promptly by 142.
- 142, was easy enough to approach and would make time.
- All the time with 142. She had her classroom door open to me and the whanau and we all (at times, 4 of us) felt comfortable every time.
- I'm sure if 142 felt she had to see me to discuss any concerns over my child's development at school, I know she would and she would see me any time.
- My daughter had no trouble interacting with 142 and myself also. 142 knew my daughter so well and knew which buttons to push to get the best out of her in class and on the netball court.
- 142, would always relate his learning to his sport. Using the same disciplines he would use in rugby, like setting goals and giving his best performance.
- Always with 142, and she seemed to have her thumb on the pulse.

Tolerant/Authoritative teachers maintain a structure which supports student responsibility and freedom. While the class environment resembles the Tolerant type, the Tolerant/Authoritative teacher develops closer relationships with students.

Parent comments support the view of Brekelmans, et al. (1993) where students enjoy the class and are highly involved in most lessons. Both students and teacher can occasionally be seen laughing, and there is little reason to enforce the rules.

From the comments made by the parents of the students in this classroom, their child seemed very satisfied with their interaction with Teacher 142. Some of the comments made by parents about Teacher 142 were: ‘tough but fair’, ‘had a great sense of humour;’ Teacher 142 knew where the student was in their academic learning and where they needed to be and how to get to the required levels. Teacher 142 had daily conversations with some students to see if they were okay. Teacher 142 clearly knew the students well as she was able to get the best performance from them in classroom learning and in the sports field. Teacher 142 uses students’ interest in sport as a context in their learning. Teacher 142 had high expectations for her students as a parent makes the comment that ‘Teacher 142 had a way of getting my son to believe he was better than he was’. Comments made by the parents to question 5; were you satisfied with your interaction with your child’s teacher included:

- My son took note of what he had to achieve and succeeded in doing so. 142, always knew where he was academically and where he needed to go and how to get there. I have never seen my child read so many books. Great!
- 142, was very easy to speak to concerning my daughter’s schooling. She always reiterated the importance of getting a balance in sport and academics and succeeding in both areas.
- 142, was always finding ways to help assist and motivate my son. My son, loved her approach. She was tough but fair and had a great sense of humour.
- He didn’t clash with 142 and he was very happy in her class. She would often touch base with him each day to see if he was okay.
- ABSOLUTELY with 142.
- 142, had a way of getting my son to believe he was better than he was.

One parent made a comment about how ‘troubled students’ were placed with Teacher 142 as she was a ‘strong teacher’. The tolerant authoritative teacher ignores minor disruptions, choosing instead to concentrate on the lesson. This parent responded to question five:

- Absolutely with 142. My son was very disappointed however, with some of the “troubled” students put into his class under the guidance of a “strong teacher”.

Teacher 142 had solid relationships with the students and the parents of the class and seemed to have regular conversations with the parents. Both the teacher and parents were supportive to the child at home and at school. The parent responses to question 6; did the teacher seem interested in discussing your child with you last year, confirmed these relationships.

- I think it helps. 142, likes sport and my son enjoys sport too, so you've got common interests.
- 142, was very easy to speak to concerning my daughter's schooling.
- All questions answered, either by email, text or in person by 142.
- Always with 142.
- If I had any concerns 142, was always happy to discuss these with me. My son, was never a naughty child, so I didn't have to go in much.
- Whenever or wherever possible, 142, always seemed interested.
- 142, clearly understood my daughter's nature and needs, emotionally and physically.
- Due to 142, and my own busy schedules, I didn't get to discuss my child with her, but if I felt there was a concern, I'm sure she would contact me and vice versa.
- 142 was the coach of my daughter's netball team and we would talk all the time and text.
- 142, was always interested in what was going on in the home too which I thought was great, because at times my son's behaviour was at extremes.
- We would talk almost daily. 142, would often look for things for my girl to be part of whether it was cultural or sporting.

Generally, the parents of the students with Teacher 142 seem positive in their perception of the Coastal School. Some of the comments below suggest depending on the classroom teacher your child had at the Coastal School you either had a positive or negative perception of the school. Evidence of this can be seen in the following comments:

- Some teaching staff and management were exceptional and some incredibly poor and damaging for the school especially with the huge drift of students heading over the bridge and in the future heading to the new College. This is crucial.
- My daughter enjoyed going to school and learning, participating in activities and to her best ability, got on with her peers and teachers. I had no problems at all.
- For me and my kids. We were lucky to get the best teacher who could make things happen and therefore we did not have to deal with anyone else.
- My son had loads of opportunities to grow and develop.
- 142 made our life easy especially for our daughter at this tricky age.

- With a new Board, new Principal and teachers like 142, the school has huge potential to be great!

The concerns some parents raise are generally about other teachers within the Coastal School and the management of the school. There are some issues raised by the parents about the behaviour of the students and the general image of the school. The following are some of the parent responses to question seven; my perception last year of the Coastal School were:

- It was very pleasing to see that 142 attended most sports events.
- Concerns held about general image of the school, bullying, language and disrespect for teachers. The uniforms are incredibly worn.
- A lot of bullying in the school even though my son was not involved in these, we still heard through him, about the bullying.
- The Coastal School is very focussed on transitioning their students in the readiness for college and life skills.
- Loved it!
- The school management let the school image down. Change that and this school could be anything they wanted!

Generally, parents of the students who have Teacher 142, comment that the Coastal School would be their school of choice. Again there are some comments made about the school management in how the principal needs to get out of his office and how a change in the principal has assisted in their decision on which school to choose. Some of the comments made by the parents suggest that locality and family tradition will continue. Comments that support this follow:

- Now there is a new Principal. I'm looking forward to my son starting next year. It's the only school close to where we live.
- My daughter was always going to attend the Coastal School. She wanted to go there as most of her school friends at Primary School were enrolling. We had agreed that she would continue her schooling from Primary to Coastal School and then the local College.
- It was mainly the large number of year 7 and year 8 students in one school, opposed to schools with year 1-8 (full primary). The convenience of local, not 'over the bridge'. I hope I made a difference by being closely involved.
- Only went to the Coastal School due to locality.
- Apart from the bullying the school seemed okay and our son did well in all aspects of his schooling while he was there.

- Definitely. I've sent my son there and I would most definitely send my daughter (youngest) there. I always recommend the Coastal School to other parents.
- My eldest daughter is currently a student at the Coastal School and she also loves being there, having transferred from another Intermediate. My daughter did so well with 142, that we knew it would be good for her sister in her academic and sporting goals.
- Because of my child who attended this school, I have no problems in sending my younger daughter to this school.
- Only if my child can have 142 as his teacher.
- There are so many opportunities.
- But the Principal needs to get out of his office.

5.3 Leadership

Leadership in the Coastal School has been raised by a number of parents within the school community. Leadership by the principal can be linked to the performance of the teaching staff and the perception of the school community. Some of the key issues raised by the parents in the community relate to the lack of leadership and direction from the principal.

There are two key issues raised by some parents about the perception they have of the Coastal School. Leadership of the Principal and other management within the school, and the school-wide approach to student behaviour. Generally, the comments made by the parents suggest, that the Principal provided no direction for the school and he was not visible in the community. The Principal was responsible for the low staff morale, inconsistency in teacher performance, lack of school pride and low standards by teachers and students. Issues raised by some parents about the school wide behaviour were that there were a number of bullying incidents that were not addressed by the Principal, senior management or the teachers and that the Coastal School was not a safe place for their child. It is interesting to note, a parent comment about the leadership of the Coastal school who said, 'leadership is a role that should come with passion and inspiration'.

In question 7 of the PPQ, parents were asked their perception of the Coastal School. They were asked to rate their overall perception as poor, average or excellent and to comment further on their choice.

Some of the responses were:

- Poor. Not enough communication.
- Average. Whilst I was very happy with my boy's teachers, I did wonder about the school leadership at times.
- Average. I felt the communication from other areas of the school were poor. Over the 2 years I had seen the Principal only once!
- Poor. Poor leadership, staff morale, minimal effort and input by some staff in to extracurricular activities and sports.The thinking at the Coastal School needs to change.....
- Average. My girl was in the GATE class, which I think provides excellent schooling. I am not so sure if I would have been so happy if she wasn't in that class. I am pleased there was a change in Principal.
- Average. The school requires strong leadership and needs to set higher standards in order to change the community perception. There appears to be a lack of pride within the school. We personally would like to see the uniform being worn as per regulations
- Poor. My boy was bullied a number of times with teachers seeing some of these and not following it up. Phoned the school, spoke to Deputy Principal, and it was never properly dealt with. Also school sports – a lack of it and lack of support.
- Average. There were issues that needed to be resolved about the leadership of the school. There were certainly improvements in some areas, but lack of community engagement and a visible senior leadership was evident.
- Average. We personally had no issues with the teaching staff, but felt the school lacks in an effective discipline and direction.
- Poor. Not satisfied with how management handled behavioural problems and issues. I was support person for my friend who had problems with the school and after a meeting with senior management. I felt the school was being run by a bunch of clowns!
- Average. I feel the Coastal School has the potential to become an excellent school. Hopefully the new leadership of 2010 will enable this to happen
- Poor. Office worker and 116 were grumpy and abrupt to the students. Administration performance was shocking. Never saw the Principal (that says a lot). Kids weren't wearing sunhats as instructed. Slack management skills
- Average. Would prefer more specialisation, more structured foreign language learning, more like a college than a primary school. Difficult getting responses from other staff to set up sports activities, poor self-image of some classes e.g. "cabbage classes"
- Poor. We had a lot of issues. School environment was not good. Not positive, my girl forever wanted to stay home. She did not learn a lot. She struggled with tests.

- Poor. As the teachers are not visible. The Principal is not visible. There is no pride.
- Poor. Inconsistency of teachers. They are either poor or great
- Poor. Complete lack of communication all round i.e., teacher, the office and parent. No discipline – that was a biggie. Truancy and smoking out of school but still in uniform and nothing done about it (looks terrible for the school). Class trips very unorganised i.e. 2 trips on the same date? Nothing done about the bullies or fighting at school – not ok!
- Very poor. School seems to be focussed on offering the best pupils the best teachers and learning environment. No communication offered between teachers and parents, no direction, no advice offered.
- Poor. The school needs a total make- over of teachers and definitely principal
- Poor. Not what I expected it to be. It was very ‘old’ in every way. Buildings and principal and a few teachers
- Poor. The first impression of the Coastal School was you had a Principal that didn’t have the time to speak to the parents and students at a hall assembly. Leadership is a role that should come with passion and inspiration. He was very much behind the scene, as if he was hiding or maybe lazy.
- Poor. The Principal has done a lot of damage to this school and is the reason for the poor perception it gives out to the community.
- Poor. It’s a very poor school I am sorry to say. But no one teacher or principal took charge of the bullying and aggressive behaviour.
- Average. 130 was great but the reliever did not care, neither did the school management
- Poor. Really was not any life in the school
- Average. Quality of teachers were mediocre at best
- Average. Some teaching staff and management were exceptional and some incredibly poor and damaging for the school especially with the huge drift of students heading over the bridge and in the future heading to the new College. This is crucial.
- With a new Board, new Principal and teachers like 142 the school has huge potential to be great!
- Poor. The school management let the school image down. Change that and this school could be anything they wanted!
- Poor. Nobody really knows what is going on in the school – right in front of their eyes.

The Coastal School has recently had a change in Principal. Generally, some parents commented that they would not be returning to the Coastal School unless there was a

change in principal and some parents suggested that the Coastal School would be a much better school now that there had been a change in principal. Some of the responses to question 8; is the Coastal School your school of preference were:

- Had a meeting earlier in the year with teacher and when learning problems and needs became way too apparent, I had a meeting with the Deputy Principal. That was hopeless, because he was on the teacher's side and that teacher was inadequate....
- Yes. Lack of choice – would like to support this community and I am relieved about a change in Principal.
- No. Slack teacher 116 and is it any wonder when there is an even worse Principal!
- No. It's a very poor school I am sorry to say. But no one teacher or principal took charge of the bullying and aggressive behaviour. They need deterrents – i.e. detention 3 times and then expel children. Children think they are in control. Quite workers can't concentrate with violence around. Very sad. Need a policeman in at lunch times.
- No. The school needs a revamp of self-image.
- Yes. We expect it will be a different with the new principal starting. It should be a great school – could do with a bit of freshening up under the new Principal. Need more enthusiasm
-The contributing primary schools appear to have vastly different behaviour standards, morals, values and attitudes – which seemed to cause a lot of conflict in day to day activities around the school.
-A new Principal will make a difference.
- No. Please note that rumours outside of school are extremely negative. Kids that have police involvement still being allowed in the school by Board of Trustees, knives at school, bullies not being dealt with, lack of support for kids being bullied
- No. Better management, Principal and administration staff needed
- No way. The few schools around Papamoa - I feel this may be the worst. This school needs a structure of discipline and consequences – turf out the trouble. My son put up with lots of trouble from a child who I was told had 'problems' – the school was protecting him and his deranged behaviour because he was a 'special case'. What about my child's right to a SAFE normal environment?
- Maybe a yes, now that you have a new Principal and I wish the board all the very best. Having been on the board I understand the challenges you face and boards do make a difference with how schools operate. Be strong
- No. Too much inconsistency in the teaching staff lead by poor management
- Yes. Now there is a new Principal. I'm looking forward to my son starting next year....
- No. Leadership from senior management was extremely poor.

- No. Nobody really knows what is going on in the school – right in front of their eyes.
- No. Too many behavioural problems
- No. Who is the Principal?
- No. With better consistency of good teachers it would be good for the families and community
- No. If only the Principal would leave
- No. Not enough strong leadership and direction
- Maybe. I have another daughter yet to reach intermediate age and I would have to be perfectly honest, at this stage, I am unsure of where to send her. She has been in a bi-lingual unit for the past 3 years and the Coastal School offers nothing in this area – other than Kapahaka - the school can work better with a better leader
- No. Leadership is the key
- Yes. But the Principal needs to get out of his office

The Education Review Office (ERO) is the New Zealand government department that evaluates and reports on the education and care of students in schools and early childhood services. The ERO's reports are used by parents, teachers, early childhood education managers, school principals and trustees, and by Government policy makers. The comments made by some of the parents of the Coastal School support the findings of the Education Review Office reports on the Coastal School in 2006 and 2009. Issues on leadership and the Coastal School Principal have been identified as the focus for the review.

In 2006, during the course of the review, the ERO identified a number of concerns about aspects of professional leadership and the Principal's relationship with a significant proportion of staff. The ERO decided to incorporate into the review an evaluation of aspects of professional leadership and relationship management within the school (ERO, 2006).

Professional leadership became a focus for the ERO review and identified the following as areas for improvement:

- Professional leadership: Aspects of professional leadership require strengthening. There is a need for the principal to: ensure that all staff feel

valued and acknowledged in their contribution to the life of the school; apply greater rigour to quality assurance; and ensure an equitable allocation of responsibilities to members of the senior management team. A commitment to addressing these issues should improve relationships and promote a greater sense of common purpose in achieving educational outcomes for students (ERO, 2006).

- Managing the Principal's performance: There is a need for the board to review procedures for managing the performance of the Principal. In order to ensure that the work of the Principal is focussed on the shared priorities for development, his annual performance objectives should be more specifically related to learning outcomes for students and his personal professional development should be included in the annual performance agreement (ERO, 2006).

The recommendations stated by the ERO were that the board of trustees and management ensure the provision of professional development related to formative assessment; the Board of Trustees and management seek ways of addressing concerns about professional leadership and relationship management within the school; and the board of trustees review procedures for managing the performance of the principal and give consideration to engaging the services of an outside appraiser (ERO, 2006).

Parents of the Coastal School community were advised of the concerns about professional leadership and the recommendations of ERO. In 2009, ERO completed another review of the Coastal School to review the recommendations of the ERO 2006 report.

Since the 2006 ERO report, the school roll has dropped significantly. While the Principal and senior management team brought about improvements in school operations, many of these issues were still evident in the ERO report in 2009. Areas for attention in the ERO 2009 report include quality assurance, fostering partnerships with the Māori community, integrating the principles of the updated New Zealand Curriculum, management of staff and developing the principal's role as professional advisor to the board. The 2009 ERO report goes on to say, addressing these issues

should improve relationships and the community profile of the school and ensure an undivided focus on improving educational outcomes for students (ERO, 2009).

The performance of the principal was an area for improvement that was identified in the 2009 ERO report. There were some dimensions of the professional standards in respect to the principal's performance that could be strengthened. These aspects were also identified in the last ERO review report in 2006 and still remain. In the 2009 ERO report, the areas to be addressed included:

- management, to ensure greater consistency and rigour of professional practice;
- fostering partnerships with the Māori students and community to realise their aspirations of high expectations, cultural advantage and inherent capability;
- addressing the principles of the updated New Zealand Curriculum by implementing;
- integrated learning pathways to strengthen student engagement and motivation to learn;
- ensuring equity and transparency in the allocation of responsibilities and time allowances to senior management, syndicate leaders and unit holders; and
- developing the Principal's pivotal role as professional advisor to the board.

Addressing these issues should improve relationships and the community profile of the school and ensure an undivided focus on improving educational outcomes for students (ERO, 2009).

The ERO 2009 report also identified communication among key stakeholders as an area of concern in the Coastal School that needed attention. The report states; while there has been an increased level of contact among the board, principal and staff, communication between these parties has not always been characterised by transparency. There is a need for the board to review and clarify the role of the staff trustee in being the liaison person between the staff and board. Clear lines of communication that reflect the complementary roles of board, principal and staff is likely to enhance relationships based on mutual respect (ERO, 2009).

Student behaviour was another issue identified in the ERO 2006 report. The following are some parent comments that support the findings of the ERO report of 2006:

- Poor. Because of the evident bullying. I wanted to change schools but realised Intermediates are usually bad anywhere. Intermediate school should not exist – they do not work.
- Poor. Not enough discipline, too many kids in one class, teachers not able to control classes. Kids don't feel safe. Not enough communication.
- Poor. We felt discipline in the school was poor, there was no morale or school feeling
- Poor. Bullying, no backup or support. Amazing what students could get away with
- Poor. My boy was bullied a number of times with teachers seeing some of these and not following it up.
- felt the school lacks in an effective discipline and direction.
- Poor. Not satisfied with how management handled behavioural problems and issues.
- Poor. Because of all the fighting happening at the school
- Poor. Concerns held about general image of the school, bullying, language disrespect for teachers, uniforms incredibly worn.
- Poor. A lot of bullying in the school even though my son was not involved we still heard through him about the bullying.
- ...bullies not being dealt with, lack of support for kids being bullied
- ...This school needs a structure of discipline and consequences – turf out the trouble.
- No. Can't handle the constant bullying
- No. Bullying and lack of control by teachers and principal was not good
- No. There was no structure, discipline when it came to any issues within the school

The school was encouraged to put in place some initiatives to address the bullying both inside and beyond the classroom. Staff and community perceptions indicate that these initiatives are having a positive impact on school climate (ERO, 2009). There have been some positive changes to the Coastal School and perception is more positive by the community, teaching staff and the students. There is however, some distance to go to repair the perception of the school community (ERO, 2009).

In December 2009, there was a change in principal and a complete change of board membership. Early in their term of office current trustees, through the Ministry of

Education, sought the services of a Limited Statutory Manager (LSM) to assist the board with financial and other governance matters. The LSM was acting in an advisory role to the board of trustees funded by the Ministry of Education for a period of six months ending in July 2010. The following are comments made by some of the parents about the change in leadership of the Coastal School:

- I am relieved about a change in Principal.
- We expect it will be a different with the new principal starting. It should be a great school – could do with a bit of freshening up under the new Principal.
- A new Principal will make a difference.
- Maybe a yes, now that you have a new Principal
- I feel the Coastal School has the potential to become an excellent school. Hopefully the new leadership of 2010 will enable this to happen
- Now there is a new Principal. I'm looking forward to my son starting next year.
- No discipline – that was a biggie
- Nothing done about the bullies or fighting at school – not ok!
- But no one teacher or principal took charge of the bullying and aggressive behaviour.

In July 2010, a new principal was appointed, her key focus being to develop a learning culture that promotes high levels of teacher performance and student achievement. Together with the board, she has a strong focus on building and restoring community confidence in the quality of education the school provides. Under her leadership, building professional and respectful relationships has been a school-wide priority, leading to greater transparency and much improved communication (ERO, 2011).

5.4 Summary

In this chapter, I have discussed and evaluated the correlation of the QTI and the PPQ for two teachers. Case studies for Teacher 142 and Teacher 116 have been used to identify number of similarities and differences between parents' and students' perceptions of classroom teachers' in a primary school and the correlation of the QTI and the PPQ. Associations between parents' and students' perceptions of the quality of teacher-student interaction have been found in the Coastal School in New Zealand. Furthermore, good interpersonal relationships between teachers and students are vital

if there are to be effective teaching and learning in the classroom. This can also have an impact on the perception of a school.

In this chapter, it is clear how leadership in a school can impact hugely on the ability to meet the core business of teaching and learning. Leadership in the Coastal School has been a key factor in creating a negative perception of the community about Coastal School. The teaching staff, however, are not entirely blameless in their part in contributing to this negative perception of the school.

The concluding chapter, Chapter Six, summarizes the key findings from this study, presents final conclusions and make some recommendations for further development for teachers at the Coastal School

CHAPTER 6

CONCLUSION

6.0 Introduction

This chapter seeks to draw a close to a study into associations between parents' and students' perceptions of the quality of teacher-student interactions in a New Zealand primary school. It will summarize findings from each part of the study before commenting on the overall associations.

6.1 Overview of Thesis

This thesis describes effective teaching and the associations between parental and student perception of teacher student interaction in a New Zealand primary school. The Questionnaire on Teacher Interaction (QTI) has been used to identify the student perception of their teachers and a Parent Perception Questionnaire (PPQ) has been used to gain the perception of parents of the teacher. The thesis is divided into six chapters.

Chapter One of this thesis provided the relevant background to the study describing the Coastal School. The research questions, significance of the study and an overview of the approach taken have been outlined in this chapter.

Chapter Two contained a review of the literature on a range of topics relevant to this study: first, using the Questionnaire on Teacher Interaction (QTI) as the primary tool, to measure the perception of the classroom teacher; then, providing relevant literature and examples on effective teaching in schools. Literature on what influences parent perceptions of a school concludes this chapter.

The methodology followed, and the methods used, to best answer the research questions are presented in Chapter Three. It described the administration of the Questionnaire on Teacher Interaction (QTI) and the Parent Perception Questionnaire

(PPQ) which includes both the qualitative and quantitative methods; how data are collated and analysed; and the ethical issues associated with the research.

Chapter Four was based upon the analysis of the data obtained through the QTI and the PPQ. Classroom profiles provided by the QTI data are also constructed.

Chapter Five is based upon the similarities and differences of the QTI and the PPQ presented in three specific case studies. An analysis is made of two teachers who are at different stages of their teaching and of the general leadership of the school.

6.2 The Research Questions

The research completed in this study sought to answer a number of questions. Answers to these questions are provided in this section:

1. *Is the QTI a reliable and valid questionnaire for use in primary classrooms in New Zealand?* The QTI is an internationally recognised and effective instrument for mapping the interpersonal behaviour of teachers in the classroom. The QTI has proven its reliability, validity and suitability for its use in a New Zealand Primary school. The QTI again, proved to be a highly efficient tool both in the measure of interpersonal relationships, the management of time taken to complete and the student-friendliness that enabled the students, 11-13years of age to complete the questionnaire quickly.
2. *What are the student perceptions of the teachers' interpersonal behaviour in a New Zealand primary school?* The QTI provided a set of eight scale scores which were then combined into a profile. These profiles were described in terms of the teachers' interpersonal behaviours. Students' perceptions about teacher interaction enable the profiles to be sketched and analysed. The typology of teacher interaction on the average teacher at the Coastal School, resembles closely to Type 2, the Authoritative type. Overall, the teacher profiles are characterised by high scores in Leadership (DC), Helpful/Friendly (CD) and Understanding (CS) QTI-Scales. There is a slight variation to the Authoritative type where teachers' communication style is perceived by students as Dissatisfied where some teachers may be highly

cooperative but don't show much leadership in class. They may display characteristics where they tolerate disorder and display the classic 'Blindness' behaviour Brekelmans, Levy, and Rodriguez, (1993). These characteristics are evident in the analysis of the typologies of the individual teacher's communication style at the Coastal School.

3. *What are the QTI profiles of the different classrooms in a primary school in New Zealand?* An examination of the Coastal School teachers' profiles and then matching them with the typologies of Brekelmans, Wubbels and den Brok, (2002), showed that there are two main teacher behaviour types, namely Authoritative and Tolerant and Authoritative. Of the 16 teachers profiled, three teachers match the Authoritative type; five matched a combination of the Authoritative and Uncertain and Aggressive type; four teachers matched a combination of Tolerant bordering Repressive type; two teachers matched Tolerant and Authoritative; one teacher matched Tolerant Repressive and the Drudging typology. The QTI profiles and matchings with the typologies are discussed in Chapter Four.
4. *What are the parents' perceptions of the school and of their child's classroom teacher?* The PPQ was primarily developed to gauge the perception of parents on the effectiveness of the teachers' interaction with their own child. It was considered important to gauge parental perception for a number of reasons. First, to identify what perception they had of their child's teacher. The general perception of the parents on the classroom teacher seem to support the typology of the teacher communication styles of Levy, Rodriguez, and Wubbels (1993) as discussed in Chapter Four. The interpersonal teaching style of Teacher 142, matches closely to the Tolerant/Authoritative, type three. These teachers maintain a structure which supports student responsibility and freedom. While the class environment resembles the Tolerant type, the Tolerant/Authoritative teacher develops closer relationships with students. Parent comments support the view of Brekelmans, et al. (1993) where students enjoy the class and are highly involved in most lessons. Both students and teacher can occasionally be seen laughing, and there is little reason to enforce the rules.

From the comments made by the parents of the students in this classroom, their child seemed very satisfied with their interaction with Teacher 142. Some of the comments made by parents about Teacher 142 were: ‘tough but fair’, ‘had a great sense of humour;’

Secondly, to identify any associations between how the parents perceived the classroom teacher and whether this had an effect on how they perceived the school. The parents’ perception of the teachers has impacted on their perception of the Coastal School. Generally, their perceptions of the classroom teacher are negative. The reasons for this vary, however, some parent perceptions on the leadership of the school attempts to explain their negative perception of the teachers.

The third reason was to determine whether their perception either supported or refuted some aspects identified by their child, in the QTI. Generally, parents communicated on a regular basis with their child about what was happening in their classroom. Some parents would attend the formal parent teacher interviews and some parents made an additional meeting to speak with the teacher on specific issues in class. Parents generally shared the view of their child about their teacher. For whatever reason, if the child liked the teacher, the parent had formed similar views. Similarly, if the child disliked the teacher, the parent would discuss issues with the teacher and generally, if the issue was not satisfactorily resolved, the parent would share the view of the child about the classroom teacher. The results obtained by the PPQ are discussed and analysed in Chapter Four.

5. *What are the similarities and differences between parents’ and students’ perceptions of classroom teachers’ in a primary school in New Zealand?* In Chapter Five, I have discussed and evaluated the correlation of the QTI and the PPQ for two teachers. Case studies for Teacher 142 and Teacher 116 were used to identify number of similarities and differences between parents’ and students’ perceptions of classroom teachers’ in a primary school and the correlation of the QTI and the PPQ. Associations between parents’ and

students' perceptions of the quality of teacher-student interaction have been found in the Coastal School in New Zealand. Parents and students had similar perceptions of the classroom teacher. It was suggested that, solid interpersonal relationships between teachers and students are vital if there are to be effective teaching and learning in the classroom. This can also have an impact on the perception of a school.

In addition, it was clear how leadership in a school can impact hugely on the ability to meet the core business of teaching and learning. Leadership in the Coastal School has been a key factor in creating a negative perception of the community about the Coastal School. The teaching staff, however, are not entirely blameless in their part in contributing to this negative perception of the school.

6.3 Significance of the Study

This study is significant for a number of reasons. First, it extended the use of the Questionnaire on Teacher Interaction (QTI) which again, proved to be a highly efficient tool in the measure of interpersonal relationships. It is a first where the QTI has been used in a New Zealand primary school to identify the interpersonal interactions of the classroom teacher. This has assisted teachers in becoming more effective in teaching and learning. This study has enabled teachers to identify possible professional development opportunities through interventions to assist them in becoming more effective teachers and students more effective learners. The information gained from the QTI has allowed the teachers at the Coastal School, to see themselves through the eyes of their students and it has provided honest feedback for the teacher to reflect upon.

Secondly, this study has provided the parent perception on the effectiveness of the teacher and debated the impact this has had on the parent perception on the school environment. An effective teacher will have parents who are positive about their child's learning in the classroom and students who are positive about their learning. This will in turn, spin off into the community; where the parent and the student are

speaking highly of the school, ultimately increasing student enrolments at the Coastal School and becoming the school of choice on the coastal strip.

Finally, it was significant personally in that my research was both a personally rewarding learning experience as a teacher and of benefit to the Coastal School parent community, teachers and students in reflecting on their own roles and personal challenges ahead.

6.4 The Coastal School

Classrooms are actually complex social environments influenced by many interacting factors including cultural, interpersonal and environmental issues (Fraser & Walberg, 1991, 2005; Wubbels, Brekelmans, & van Tartwijk, 2005). What occurs in these classrooms is influenced by the teacher, the students, administration and outside pressures including parents and the expectations of the educational systems Waldrup, Fisher, and Dorman, (2008, p. 2). The Coastal School is no exception. In this study, we have seen how teachers have influenced student and parent perception and how this perception has impacted on the quality of teaching and learning in the Coastal School.

The perception of school climate can affect the teaching and learning within a school. It seems likely that a place where students feel they belong, and where they perceive their participation is worthwhile, would be a better place for learning than one where they feel out of place and no one is interested in what they have to say PISA, (2006, p. 34). Some comments made by the parents in response to the PPQ, strongly support this view.

6.5 Major Findings – Leadership

During the course of this study, one of the recommendations made by the Education Review Office (ERO) of the Coastal School in 2009, recommended that the Board of Trustees, in consultation with the Ministry of Education, manage and improve aspects of the professional leadership of the Principal of the Coastal School. ERO identified many aspects of the Principal's performance that were cause for concern.

This period of fragmented leadership led to uncertainty and instability for staff, students and community.

In 2009, the Principal retired, and the Coastal School had an acting Principal for two terms in 2010. In July 2010, a new Principal was appointed, her key focus being to develop a learning culture that promotes high levels of teacher performance and student achievement. Together with the Board, there was a strong focus on building and restoring community confidence in the quality of education the school provides. A school-wide priority was to build professional and respectful relationships, leading to greater transparency and much improved communication.

Furthermore, clear expectations for student behaviour are being consistently implemented, resulting in a noticeable improvement in relationships amongst students, and between students and adults. Teachers' involvement in professional development about behaviour management is enabling them to increasingly use effective strategies to better engage students. The ERO report supports the findings of this study in identifying poor leadership by the Principal of the Coastal School, a need to improve behaviour management and building and restoring community confidence in the quality of education.

Cresswell and Fisher (1996) found a significant relationship between the behaviours of the school principal and the overall school environment. They showed that the teachers' assessment of the environment in which they work is affected by the principal's leadership style, and whether the principal gives them responsibility and independence, rather than being uncertain, aggressive and disapproving in nature.

School leaders can build educationally powerful connections with families, whanau, and communities through teaching, through homework, and through school-home relationships. The role of leadership in making such connections is most important where the gap between the education culture of the school and the home is wide. (Robinson, Hohepa, & Lloyd, 2009, p.45).

Some comments made by the parents in the PPQ were critical of the leadership of the Coastal School. Many of the comments specified major inadequacies of the

management of the school and the flow on effect in had on teachers teaching and student learning in the classroom. .

6.5 Limitations

Tobin and Fraser, (1998, pp. 623-640) suggest, that any methodology used to explore learning environments will produce a landscape that is incomplete and represents only one of the possible portraits which is likely to be appealing and relevant to different stakeholders.

6.5.1 Data Collection

The QTI was gathered in October, which was toward the end of the school year. The PPQ was issued at the beginning of the next year. In that time, the year seven students were returning as year eight students and the year 8 students had moved on to various colleges. Although significant data were gathered, it was difficult to offer all parents an opportunity to complete the PPQ as some families had moved out of the area, and some families had changed address over this time. The collection of the PPQ data was not as many as the year seven parents and the value of the comments of the year eight students may have provided richer data as these families had completed two years at the Coastal School.

The Coastal School went through some major issues with the Principal at the time of this study and during this period a change in the leadership at the Coastal School occurred, where the Principal had left. It would have added value to some of the comments made in the PPQ, to have face-to-face interviews, or interviews over the telephone to clarify or substantiate comments stated in the questionnaire. Especially with some of the parents who had a child attending the Coastal School for two years. Anderson (2006) suggests qualitative data generates rich, detailed and valid data that contribute to in-depth understanding of the context.

6.5.2 Sample

The responses of 379 students (11-13 year olds) who completed the QTI were analysed in this study. Given the constraints of time and resources, (the research was

carried out alongside teaching duties and commitments), the availability of students as research participants was entirely sourced from one school. As this is a first where the QTI has been used in a New Zealand primary school, data sourced from other schools in the area would have added value to the research.

6.6 Suggestions for Further Research

Recommendations for further research arising from this study could be;

- To use the QTI on a regular basis within the school, to guide professional development for teachers, to improve the quality of teaching and learning in the classroom. Use the QTI and to review the classroom environment and to assist in developing a positive school culture.
- Use the Questionnaire on Principal Interaction (QPI) to detect meaningful relationships between perceptions of principal behavior and teachers' satisfaction.

Use the QTI as a tool for teachers to identify their style of interpersonal behaviours in the classroom environment and how these are perceived by their students to inform their teaching practice. Data feedback information based on student or teacher perceptions can be employed as a basis for reflection upon, discussion of, and systematic attempts to improve learning environments (Fraser & Fisher, 1986).

- Use the QTI to identify the student perceptions of the teacher behavior and the relationship to student outcomes;
- Research the ideal teacher interpersonal behaviours and student outcomes;
Use the QTI to identify how teachers perceive their actual interpersonal behaviour in the classroom and their ideal behaviours.
- Research the interpersonal teacher behavior and the school environment using the School Level Environment Questionnaire (SLEQ) and the QTI.

6.7 Final comments

The purpose of this study was to identify associations between parents' and students' perceptions of the quality of teacher-student interactions in a New Zealand primary school. The main instrument in assessing student perception of their teacher was the

Questionnaire on Teacher Interaction (QTI). A new questionnaire, the Parent Perception Questionnaire (PPQ) was developed to gauge the perception of the parent of the classroom teacher.

The associations between the parent and student perceptions have affirmed for the researcher that the two perceptions are inextricably linked to effective teaching and learning in the classroom and leadership of the school. The perception of the school could thrive or suffer when it comes to peoples' choice as to where they want their child educated.

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APPENDICES

Appendix A Questionnaire on Teacher Interaction

Questionnaire on Teacher Interaction

Your Ideal Teacher Questionnaire

The following questionnaire asks for your view of an ideal teacher's behaviour. Think about your ideal teacher and keep this ideal teacher in mind as you respond to these sentences.

The questionnaire has 48 sentences about the ideal teacher. For each sentence, circle the number corresponding to your response. For example:

The teacher would express herself/himself clearly. Never Always
0 1 2 3 4

If you think that ideal teachers always express themselves clearly, circle the 4. If you think ideal teachers never express themselves clearly, circle the 0. You also can choose the numbers 1, 2 and 3 which are in-between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation.

Name _____	School _____	Never	Always			
1.	The teacher would talk enthusiastically about her/his subject.	0	1	2	3	4
2.	The teacher would trust students.	0	1	2	3	4
3.	The teacher would seem uncertain.	0	1	2	3	4
4.	The teacher would get angry unexpectedly.	0	1	2	3	4
5.	The teacher would explain things clearly.	0	1	2	3	4
6.	If students did not agree with the teacher, they could talk about it.	0	1	2	3	4
7.	The teacher would be hesitant.	0	1	2	3	4
8.	The teacher would get angry quickly.	0	1	2	3	4
9.	The teacher would hold the students' attention.	0	1	2	3	4
10.	The teacher would be willing to explain things again.	0	1	2	3	4
11.	The teacher would act as if she/he did not know what to do.	0	1	2	3	4
12.	The teacher would be too quick to correct students when they broke a rule.	0	1	2	3	4
13.	The teacher would know everything that goes on in the classroom.	0	1	2	3	4
14.	If students had something to say, the teacher would listen.	0	1	2	3	4
15.	The teacher would let the students take charge.	0	1	2	3	4
16.	The teacher would be impatient.	0	1	2	3	4
17.	The teacher would be a good leader.	0	1	2	3	4
18.	The teacher would realise when students did not understand.	0	1	2	3	4
19.	The teacher would not be sure what to do when students fooled around.	0	1	2	3	4
20.	It would be easy to have an argument with the teacher.	0	1	2	3	4
21.	The teacher would act confidently.	0	1	2	3	4
22.	The teacher would be patient.	0	1	2	3	4
23.	It would be easy to make a fool out of the teacher.	0	1	2	3	4
24.	The teacher would make mocking remarks.	0	1	2	3	4
25.	The teacher would help students with their work.	0	1	2	3	4
26.	Students could decide some things in the teacher's class.	0	1	2	3	4
27.	The teacher would think that students cheat.	0	1	2	3	4
28.	The teacher would be strict.	0	1	2	3	4
29.	The teacher would be friendly.	0	1	2	3	4
30.	Students could influence the teacher.	0	1	2	3	4
31.	The teacher would think that students did not know anything.	0	1	2	3	4
32.	Students would have to be silent in the teacher's class.	0	1	2	3	4
33.	The teacher would be someone students can depend on.	0	1	2	3	4
34.	The teacher would let students decide when they would do work in class.	0	1	2	3	4
35.	The teacher would put students down.	0	1	2	3	4
36.	The teacher's tests would be hard.	0	1	2	3	4
37.	The teacher would have a sense of humour.	0	1	2	3	4
38.	The teacher would let students get away with a lot in class.	0	1	2	3	4
39.	The teacher would think that students can't do things well.	0	1	2	3	4
40.	The teacher's standards would be very high.	0	1	2	3	4
41.	The teacher could take a joke.	0	1	2	3	4
42.	The teacher would give students a lot of free time in class.	0	1	2	3	4
43.	The teacher would seem dissatisfied.	0	1	2	3	4
44.	The teacher would be severe when marking papers.	0	1	2	3	4
45.	The teacher's class would be pleasant.	0	1	2	3	4
46.	The teacher would be lenient.	0	1	2	3	4
47.	The teacher would be suspicious.	0	1	2	3	4
48.	Students would be afraid of the teacher.	0	1	2	3	4

Appendix B Parent Perception Questionnaire on Teacher Interaction

1. Did your child talk enthusiastically about his/her teacher last year?

Yes/No

Please Comment

2. Did your child talk enthusiastically about other teachers in the school last year?

Yes/no

Please comment

3. Did you discuss issues related to school learning with your child last year?

Yes/no

Please comment

4. Was your child's teacher accessible to you last year?

Yes/No

Please comment

5. Were you satisfied with your interaction with your child's teacher?

Yes/No

Please comment

6. Did the teacher seem interested in discussing your child with you last year?

Yes/No

Please comment

7. My perception last year of the Coastal School was

Poor Average Excellent

Please comment

8. Is the Coastal School your school of preference for your child?

Yes/No

Please comment

Thank you for taking the time to assist my study and also providing valuable information for our School, by completing this questionnaire and returning it as soon as possible in the envelope provided.

Dorcas Kayes

Appendix C Parent Perception Questionnaire on Teacher Interaction Feedback from Year 7, 2009 students

Question 1. Did your child talk enthusiastically about his/her teacher last year?

Teacher	Yes/No	Response
108	No	My child felt 108 didn't like her.
	Yes	My daughter said 108 is nice, kind and is very helpful
	Yes	My daughter enjoyed 108 last year. She had an excellent year of learning and school involvement
	Yes	My girl was comfortable with 108, and happy to have a choice to approach 108, if the time arose
	Yes	Nice!
	Yes	My son really enjoyed his teacher he learnt so much while in her classroom.
	No	
	Yes	
110	Yes	110 was a great teacher. My daughter enjoyed being in his class. She learnt a lot, worked hard and had a great year
	Yes	How he got on with 108 teacher and enjoyed having a male teacher (110) for the first time.
	Yes	110 was a good teacher and was able to laugh with students
	Yes	He enjoyed 110 last year.
	Both	A bit of both
	Yes	110 was a very good teacher. My son really liked him. I think being a male teacher for an Intermediate aged boy helped him grow as a person
	Yes	My daughter never spoke in either a positive or negative manner of 110. Though she was often disappointed at the outcome of any discussion she had with 110 regarding her problems at school
	Yes	About everything she did at school that day.
	Yes	110 was a great teacher and my daughter learnt a lot
	Yes	Because having a strong male teacher, my son understood the boundaries set and he was happy to respect them
	Yes	She liked to recall light hearted or humorous incidents or remarks 110 made
	Yes	Good feedback from my daughter about 110
116	No	Very little, as school does not enthuse my daughter at all.
	Yes +1	
	No	My son does not communicate much about school or 116.
	Yes	She found 116 to be very amusing.
	No	I don't think 116 liked kids!
	Yes	At times but not really. She talked more about events rather than about 116. She may not have clicked as well with 116 – being male and sporty
	Yes	She also commented on 116 in how he was nice.
	Yes	116 was understanding with my son's difficulty.

	No No No Yes No No No No + 1 Yes	My child says his class never do PE (Physical Education) with 116. He is too busy shouting at them to do their work. He threatens them to work in silence for the morning or they will not do PE. Don't think he has ever talked enthusiastically about 116. Well not really because she really didn't like 116. Enjoyed the time spent doing sport – the only thing 116 liked doing. 116, was too angry and too bossy. 116 didn't know how to have fun. 116, did not explain things well enough in all curriculum areas. 116, was always grumpy. My child said 116 was a kid most of the time the way he fought and argued with other students.
120	Yes Yes Yes Yes Yes Yes Yes Yes Yes No Yes + 2	My daughter enjoyed 120. She was very well organised and my daughter, often talked about how well she got on with 120. My son appeared to have a lot of respect for 120 and spoke enthusiastically and in a positive manner about her. My daughter really enjoyed her teacher. My son found 120 easy to deal with, fair and honest. Really enjoyed 120. Had a great class too. Didn't really talk about 120 at all 120 was kind considerate and helpful 120 seemed to have very good rapport with students and handled different situations with humour and in a very balanced manner My daughter loved 120 right from the beginning. She often said how much she liked her class and how NICE 120 was to her Very important to have a positive relationship between student and teacher. 120 had confused my son on many levels. I had one meeting with 120 and as an adult walked away confused myself!
122	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	He liked 122 and worked well; but not sure it was ⁶ enthusiastically Had great respect for 122 and my son was enthusiastic about school last year 122 was great. Treated the kids with respect and at a good level for the GATE ⁷ class. Also teaching to their abilities. She thought 122 was lovely, kind and caring All the time and he is also very pleased that 122 is next door in team teaching this year, so he will have her again for some subjects/topics. Loved 122 but not so keen on replacement last term, but that was relative. It was a good experience to have the change Very positive and happy with school Thought 122 was great! I would not say it was 122, it was one of those years for my daughter. The combination of the dynamics and strong personalities of her class, I felt it was not the best year for her. My daughter related well to 122's style of teaching. She felt reassured whenever she needed to ask a question or offer her opinion He spoke about his pleasure in having 122 that stimulated him and someone who was interested in his learning and interests. He also

	Yes Yes Yes No Yes + 2	perceived 122 to be fair and consistent in attempting to resolve issues in the school My daughter enjoyed 122 and her teaching skills My son thought 122 was really nice, kind and caring Really liked 122. Was disappointed when she left, did not approve of the replacement teacher. My son never spoke enthusiastically about 122.
134	Yes Yes Yes Yes Yes Yes No Yes No + 1	She built a good relationship with 134 where he took an interest in my son on a personal level. My daughter had Mrs X and 122, although they both had different teaching styles, my daughter loved both She enjoyed them both My daughter always says she likes 134. 134 helps her very much My daughter thought 134 was fun and fair 134 seemed to be okay. Didn't really have much choice. Didn't say much at all about 134.
140	Yes Yes Yes Yes Yes Yes Yes Yes Yes + 3	Yes. My son enjoyed his time with 140 and enjoyed the teaching style of 140. My daughter would constantly speak about 140. She enjoyed having 140. Made comments regarding how nice 140 was. My daughter did always. 140 sounds like a really good teacher. My son enjoyed 140 last year. Was unsure to start with, but after a few weeks thought 140 was wonderful A very enthusiastic, encouraging teacher and lots of fun To start with, not so much now – not sure why
144	Yes Yes Yes Yes Yes Yes Yes Yes Yes + 3	He talked about his teacher's heritage and enjoyed his sense of humour and the challenges 144 provided for my son My daughter thought 144 was great, firm, and had control of the class. 144, taught my daughter lots; but it was also lots of fun My daughter thoroughly enjoyed her year with 144 The first male teacher my son has had He was very funny and kind – My daughter thoroughly enjoyed her class My son talked a lot of the classroom conversations and learning styles that his teacher used 144 was very understanding and a good teacher My son was always coming home telling us what 140 had said and done during the year. It was always a lot of fun and in a positive nature.
Anonymous	Yes + 2 No	

Question 2. Did your child talk enthusiastically about other teachers in the school last year?

Teacher	Yes/No	Response
108	Yes Yes Yes Yes + 1 No No	She said that the teachers are caring and 108 teaches her well. Didn't comment on other teachers except 142 – very favourably 130 and 110. Occasional positive comment – mostly around sport and 142.
110	Yes No Both Yes Yes No Yes No Yes No Yes No No + 1 Yes	Most of them that she had dealings with. Do teachers have regular appraisals? Just 110, the teacher he had really. Liked some other teachers, others not so much. Typical at that age. Technology teacher got a mention or two. My daughter liked several teachers. Not really. My daughter loved her classes with the technology teacher and could not speak highly enough of him. He sparked a real flame of interest in her learning. Not sure. He enjoyed playing Waterpolo with 142. Cannot recall any mention. Not many. Since arriving from the UK, my daughter has only taken to one teacher she had three years ago.
116	Yes Yes Yes Yes Yes No Yes + 3 No + 4	She enjoyed the technology teacher and the positive acknowledgement and encouragement she got from her. My daughter enjoyed all the teachers and got on well with them. He enjoyed all his subjects and his teachers. Especially with the technology teachers. Had a lot to say about certain sports teachers 142 and kapahaka ⁸ tutors. Because she said they were really cool teachers. Mainly commented on other sporty teacher – 142, Technology teacher and 110.
120	No Yes Yes	There needs to be more younger teachers teaching, as they have the energy to listen and care on an individual basis. Mostly her kapahaka tutor. My son's interaction with other teachers didn't seem large, but he always had a positive point of view.

⁸ Maori Cultural Group

	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes + 2</p> <p>No + 3</p>	<p>142, in organising sporting billets.</p> <p>He found most teachers friendly or always ready to make the effort in all activities.</p> <p>He really enjoyed doing hard materials with Technology teachers and attended extension classes.</p> <p>Especially two of the Technology teachers.</p> <p>She particularly enjoyed 146.</p> <p>Technology teacher yells and screams at people! This behaviour has been known by too many parents (same teacher) for over a decade.</p> <p>Not good!!</p>
122	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Both</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Both</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes + 3</p> <p>No + 4</p>	<p>The Technology teachers with the exception of one of them.</p> <p>142, through Waterpolo.</p> <p>142, and North Island Waterpolo.</p> <p>She liked the Technology teachers, but she didn't have much to do with the other teachers. Comments about other teachers were generally positive</p> <p>They enjoyed the other teachers with whom they had interaction with through technology.</p> <p>Apart from 146, technology teachers and reliever. But in reality, he didn't have much to do with other class teachers. He was only going on what he heard from other kids.</p> <p>Like all people my daughter liked some of her teachers, but not all of them.</p> <p>Happy in all classes attended,</p> <p>Raved about technology teacher – thoroughly enjoyed him as a teacher.</p> <p>Technology teachers; 142 and 146 were teachers who came into contact with my daughter and made an impression on her.</p> <p>My son spoke about some who struggled to control the class, which affected his enjoyment in attending their class. He also spoke about some teachers he felt were making little effort to teach and engage the kids. These subjects he tended to dislike.</p> <p>My daughter doesn't talk about other teachers.</p> <p>They made positive comments about the Technology teachers they had contact with.</p> <p>Liked most of the teachers she associated with, never said anything negative about them.</p>
134	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes + 1</p> <p>No + 3</p>	<p>A little about the Technology teacher. A little about 108.</p> <p>My daughter had a great year in 2009.</p> <p>Mainly Technology teachers.</p> <p>Her original teacher, but she was soon replaced when she took a leave of absence to have her baby.</p> <p>Technology teacher – she loved Technology.</p>
140	<p>Yes</p> <p>No</p> <p>Yes</p>	<p>He enjoyed some Technology teachers.</p> <p>Mostly her own teacher, 140.</p> <p>My son spoke highly of his own teacher, 106.</p>

	No No Both Yes Yes No + 3	She never talked about any other teacher. Did comment that a lot of teachers seemed grumpy. Thought some of the Technology teachers were great – others not so much. Really enjoyed some Technology teachers and loved maths with 142, Whaea ⁹ from kapahaka. Liked to help some Technology teacher and RTLB. ¹⁰
144	Yes Yes No Yes Yes Yes Yes Yes Yes No + 4	124, was nice. 142, who was his maths teacher as this was his favourite subject. Only talked about how grumpy so and so was. 142, for maths. My daughter spoke positively about teachers she had positive experiences with 142, for maths. My daughter talked about her Technology teachers and how much she enjoyed their classes. Good comments were made about various teachers around the playground. They were all very nice to every child in the school. Only if we asked - my son liked maths with 142 and some Technology classes.
Anonymous	Yes No + 1	

⁹ Maori word for a respected mother figure

¹⁰ Regional Teaching and Learning Behavioural specialist

Question 3. Did you discuss issues related to school learning with your child last year?

Teacher	Yes/No	Response
108	Yes Yes Yes Yes No + 2 Yes	My child discusses school with us regularly. General homework issues when she needed advice. She didn't offer much information on school issues. We kept up with some sporting games and activities she was involved with. My daughter and I spoke every week regarding different issues affecting her. My son has a learning disability. Discussions seemed to be one-sided.
110	Yes Yes Yes Yes Yes Yes Yes No Yes Yes Yes No + 1 Yes + 1	We always do as we like to keep up with what has been going on in class and school. Also any other concerns. Homework, behaviour, responsibilities etc. We would discuss how we wanted our son to improve in maths, which he then did. I like to know what my daughter is learning every day. We often spoke about how his day went; what things he was up to and we went through his homework together. Both school learning – the importance of giving everything the best she could, so that she could aim for whatever she wanted to do after college. We also discussed how social issues at school were affecting her. My daughter does not give out too much information on her school unless it is important to her. Only homework related. Some good, some not so good - but we are working on those issues more this year. My daughter moved from another school due to conflict with the teacher in her previous school.
116	No Yes No Yes Yes Yes No No Yes Yes	I tried to discuss issues with my son but he doesn't like to have conversations about these topics unless they are important. From what I gather, my daughter seemed to cope with the workload, however, she did not seem to be passionate about any of it. She enjoyed the Technology subjects more as they were all new to her. She enjoyed the science project and her homework projects. I think there may have been issues with other children who were continually disruptive that the teacher had to cope with in the class. However, in saying all this, she was acknowledged by her teacher in getting an award at the end of the year prize-giving. She was extremely proud of this. I don't think my child learnt a thing last year. Neither did the teacher. Sometimes we would discuss school. Mainly with homework and PE. Quite often talked about how she was coping; what subjects were more difficult, what she enjoyed most. More like we ask questions – he answers. Not totally discussed Because we never had time, as I had to work every time Parent/teacher interviews were due. Needs to put far more effort in this year. We are concerned about the struggles he is going to face in College. It came down to teacher not being able to teach.

	No + 1 Yes + 3	
120	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes + 4 No +2</p>	<p>Importance of homework and teacher student relationship.</p> <p>But was told to get extra teaching elsewhere.</p> <p>Her kapahaka.</p> <p>Each week we would discuss what my son's class was focussing on and generally try to incorporate learning in all parts of his life. We all have active input discussing his homework.</p> <p>We talk regularly about what is happening at and around school. He understands the importance of listening (long may that last!)</p> <p>We often ask how she was getting on and what was happening in class.</p> <p>Constantly reminded him he needed to do his homework but there seemed to be no consequences in class if it wasn't done – so eventually we all gave up.</p> <p>Every day.</p> <p>Discussion with my boy was to ensure levels of Maths and English weren't too easy. He often said the Maths level was too easy. I requested a meeting with the teacher early in the year and some extension occurred – but my child not really extended. Felt I would be too pushy to pursue further – teachers have enough to cope with but at some point extension is needed.</p> <p>She was excited about doing her science project. We talked about it a lot and then I left her to it. She was excited to receive an excellence award but was then disappointed when the school lost the science project. It just disappeared!</p>
122	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Always.</p> <p>Mainly in parent teacher interviews.</p> <p>We usually talk about what they are learning about in class– the teachers didn't have any issues with classroom work last year.</p> <p>Always.</p> <p>My daughter experienced difficulties at times and I always encouraged her to discuss them with her teacher which I think she did</p> <p>Only homework.</p> <p>We got very involved with her Preparation studies and Science Fair studies and I learnt a lot about those aspects of her classwork.</p> <p>My daughter seemed to have lost herself last year, but hopefully this year things will be different.</p> <p>As parents we are always interested in our children's education and want to ensure they are making the most of their schooling opportunities.</p> <p>We discussed issues such as the impact of class control and behaviour management issues had on classroom learning. We also discussed how a good relationship with your teacher made you feel more enthusiastic about learning. He had been very unhappy and felt unfulfilled educationally the year before, so we we're stoked when he felt so different last year. We also talked about his need to resolve issues with peers around verbal teasing and put downs, which led to greater satisfaction with his class.</p> <p>We always discuss the issues with our children. It is important to know how they are doing and what we can do to help.</p> <p>The teachers had no real difficulty with their classroom work last year.</p> <p>Discussed that she had to work extra hard to be in the GATE class next year. She gave it her best shot and she was gutted not to be in the GATE class this year. We have talked to her about keeping up her standard of work even though she is now in main stream classes. Trying to make her stay positive as it was a huge self-esteem blow for her.</p> <p>We discussed my son's focus last year which was handwriting, grammar and spelling. Also not to rush his work.</p>

	Yes + 3	
134	No Yes Yes Yes Yes Yes Yes Yes + 1 No	Very little – hard to get information from him. For example, results of tests he did, placement in classes, what or where he was going. Asked him often but he was unable to tell me. The teacher could not tell me either! We did, just making sure she understood what was being taught. The importance of doing school work. I always attend for my daughter's IEP ¹¹ meetings, we discuss how she is doing at school and also about our own concerns about her. We talked often about things she was doing in class. He seemed to be happy with the way things were going at school. My son said she was grumpy most of the time and she would put him down in class.
140	Yes Yes Yes No Yes Yes Yes Yes Yes Yes + 3	Every day. Mostly by notes and telephone. Sometimes only really what was required by them to achieve good results before he goes to college next year. (It seemed to have worked!). We never talk about her school work. General chats on a regular basis. Fantastic homework assignments each week and my son often discussed the different topics they were learning. Kapahaka. Regularly about some bullying going on. Had a meeting earlier in the year with teacher and when learning problems and needs became way too apparent, I had a meeting with the Deputy Principal. That was hopeless because he was on the teacher's side and the teacher was inadequate. More to pick up on for next year as I was feeling it was all too late now.
144	Yes Yes Yes Yes Yes Yes Yes Yes + 1	Making sure homework was done (Big Yawn). How his Reading and Writing was going because he often only talked about 142, his maths teacher. Regularly – discussing how to stay away from children who were making bad choices. As the need arose. I would also make an effort to find the class teacher to discuss any issues. Always asked how school was going – the only answer I would get was “alright”. We talked about her problem areas and tried to improve on them at home. Often we would communicate about school. For example swine flu, immunisations, surveys etc. And as a result, I talked with 140 and now my son is currently doing Kip McGrath. ¹² Always asked what they were learning and what was planned for education in and out of the classroom. Plus upcoming sports events etc.

¹¹ Individual Education Plan for learner's with special needs.

¹² A programme for additional tutoring in Maths

Anonymous	Yes No + 1	
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Question 4. Was your child's teacher accessible to you last year?

Teacher	Yes/No	Response
108	Yes Yes Yes Yes Yes + 3	Would have quick chat even if I saw 108 out of school. If I needed, also 108 communicated via email for class trips and other information that needed to get to parents. We never had an opportunity to actually meet one on one. If we had any problems we were able to approach 108.
110	Yes Yes Yes Yes Yes Yes Yes Yes + 4 No + 1	Very much so. 110 made it quite clear he was available at any time and when a problem came up, he made himself totally available to deal with it. I didn't have any concerns but 110 always kept me up to date with my son's progress. I believe so for 110, but did not use it. 110 always available to discuss problems. 110 was always there to have a good word – good teacher! Having been on camp with the class – a good rapport was developed with 110, so I felt I could go in and approach the teacher without any qualms. Only spoke to 110 on 2 or 3 occasions but there were no accessibility issues. 110 returned calls promptly.
116	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes + 4	But we had no concerns with my son's schooling. 116, Always made time. However I had no real issues. We did have access to talk to 116, about my child's work. Due to my work load, time to talk was not very often. But work commitments took its toll last year. But 116, didn't really know what learning my child was doing. 116, did send emails home which was good. Could have seen him if we wished. But the only time I needed 116 was at parent interviews! And he wasn't there. Spoke with 116, a number of times regarding any concerns – he wasn't really listening though. I felt he wanted to speak to the next set of parents behind us more.
120	Yes Yes Yes	If we had any concerns we were able to contact 120 – no problems. Very helpful. I believe 120, was accessible but we didn't have any need to access her regularly.

	Yes Yes + 3	By phone or in person if need be.
144	Yes Yes Yes Yes Yes Yes Yes Yes + 2	Saw 144, at parent interviews but knew I could see 144 if I needed to. Very much so with 144 – always rung back if I left a message. 144, was easy to talk to, helpful and did his best to encourage my son. 144, was very accessible. Always returned calls and I always felt that the door was open. Very – 144 was the best teacher. Always with 144. Attended I attended parent teacher evenings.
Anonymous	Yes + 1 No	

Question 5. Were you satisfied with your interaction with your child's teacher?

Teacher	Yes/No	Response
108	Yes No Yes Yes No + 3 Yes + 1	108, was very approachable and caring. Parent teacher meetings were a waste of time. 108 very nice but having a child with a disability, I would have liked more feedback. Very satisfied with 108. They got along very well and she learnt heaps of things there.
116	No Yes Yes Yes No No No + 6	I could not believe how incompetent 116 was. I was very satisfied with my interaction with my child's teacher – 116. 116 seemed interested with everything we talked about. I got on with 116 at parent teacher interviews. 116, didn't have a clue on where my kid was at, or going to! 116, can't even have a simple adult conversation – how do you expect him to have interaction with my child?
120	Yes Yes Yes Yes Yes Yes Yes + 8	I went on camp. I was impressed with the lovely friendly manner 120 had with the kids. Yet she was firm and would not stand for any nonsense. 120 had a good balance with the kids. 120, was excellent. Meeting once in a year for parent teacher interviews is not enough. I found out my son was behind in reading when reading his end of the year report, by then it was too late to do anything about it. Very much so with 120. 120, was good. 120, was very approachable, and friendly.

	No +2	
122	Yes Yes Yes Yes Yes Yes Yes No Yes + 9 No + 1	Found 122, easy to talk to and knowledgeable about my son's strengths and weaknesses. I only met 122 once. 122, was easy to talk to and I felt complete freedom to discuss my children's progress with 122. Found both teachers (there was a reliever for term one) helpful, insightful and knowledgeable about my child. 122, communicated her expectations for the class openly and we felt we shared similar views on learning outcomes for my daughter. It was unfortunate that she was away in the fourth term. 100% with 122. The outcomes seemed satisfactory on the occasions I needed to see 122. 122, sent occasional emails and opportunities for us to interact at school events. We felt in the first term, there should have been a parent teacher interview.
134	No Yes No Yes No Yes x 2 No x 5	Had no real issues so we had no need for any major discussions with 134. The improvement of my daughter. She's brought many stories about the school and how bossy 134, was. We had no interaction during the year with either teacher. Always spoke to 134 when it was required. Didn't need to speak with 134.
140	No Yes Yes Yes Yes Yes + 6	Not overly – felt nothing was followed through or taken seriously. Very open and honest discussions. My husband went on a class camp and found 140, was very easy to talk to. I was very satisfied with 140. Very approachable, got on well if we went on school outings etc. 140, was very easy to get along with. Very impressed in the way 140, interacted with me and my daughter.
144	Yes Yes Yes Yes Yes Yes Yes + 5	A+ with 144. 144, was very easy to talk to about all issues concerning my child. 144, was very informative at parent teacher interview. Comments were honest and helpful by 144. Predominantly because I was at school often. It would have been good to have a few more opportunities to engage with 144, that is, student led appraisals, sharing of work. Very much so, with 144. Found 144, easy to talk to and I always felt informed about what was going on in class and at school.
Anonymous	No Yes + 1	Did not get any feedback

Question 6. Did the teacher seem interested in discussing your child with you last year?

Teacher	Yes/No	Response
108	Yes Yes Yes Yes Yes Yes Yes	108, was always friendly and approachable. We received good feedback and comments. Always very positive and motivated. Very much so. 108 was positive. Sometimes with 108. 108 said my child is hardworking and helpful. I believe that my child is learning loads. If needed to with 108; I didn't interfere with the teaching; I didn't need to, everyone was happy. I feel if I needed to meet and discuss my daughter's performance, I was welcome to with 108. When I asked, but information from 108 was minimal. Always with 108.
110	Yes Yes Yes Yes Yes Yes No Yes Yes + 3 No + 2	It was to know how my son was doing and where he was at and what level 110 wanted my son to be at- which was good to hear. 108, was very open in talking about my child and to my child. 108 spoke easily about her class work and about her social interaction with other students. 110 made you feel informed. He was great. Always with 110. Teacher parent interview with 110 was very good. No feedback was given by 110. We did not attend parent teacher interviews due to my work commitments. Very good remarks from 110. Did not need to see 110. Fortunately my daughter does not cause trouble, so we did not have the need for any discussion with 110. 110, was very helpful with my daughter settling into class/school.
116	Yes Yes No Yes Yes No Yes + 4 No + 4	116, spoke of my daughter's work and how she was getting on. 116, seemed interested in everything my daughter was doing. When I was able to see 116, he seemed distracted so I spent a lot of time looking at her art work on the walls and her school books At parent interviews, 116, was helpful. 116, seemed very interested in discussing my daughter last year. 116, could not communicate. 116, was always 10 ft above the rest of us busy looking down. I had to get my child out of his class.
120	Yes No	120, was very passionate about the children in the class and their capabilities. When I asked at the parent interviews 120, did not have much to say. Meaning she is doing a job and that she has lost the passion for teaching – 120, has been teaching for over 12 years.

	Yes Yes Yes Yes + 7 No+ 1	Totally, 120, was very open to discussion. 120, was always available, helpful, interested and informative. Always with 120.
122	Yes Yes Yes Yes Yes Yes Yes Yes Yes + 8	122, was faultless in her attitude towards our child. A genuine care and concern for what worked best for the student and the student being comfortable to extend their thinking and learning. 122, even went to the extent of phoning me with concerns, which I appreciated. 122, was friendly and engaging. I had no doubt she was interested in all her students and happy to discuss issues. 100% with 122. I did not go in to school very often but when I did, I was satisfied with the outcome for whatever reason I was there for. We were given accurate feedback on my daughter's progress during parent interviews. When we received the end of year report it was aligned to what we were expecting. Both teachers engaged with us meaningfully and with humour. It was a big improvement on the primary school feedback last year. Did not feel I had a great understanding on how my son was performing academically, compared to his peer group on a national scale until final reporting. It was evident that he has gaps in his maths knowledge. Felt that 122, should not have advised my daughter that she would more than likely be in the GATE class in year 8. That built my daughter's hopes up and she was gutted when she wasn't in the GATE class.
134	No Yes Yes No Yes No No + 1 Yes + 2	Did not see 134 at any time. 134, was great at parent interviews. I felt reassured that even though we had a change of teacher, she was on to it. Very positive and related to the kids at their level. 134, always spoke about daughter's learning. We had no discussions with either teacher, as Mrs X left a few weeks before parent interviews and 134 had only been there 2 weeks; so the new teacher did not know my daughter. 134, was very interested about my daughter and very caring. Did not see 134.
140	Yes Yes Yes Yes Yes Yes Yes + 5	My son has some learning problems and 140, had some good advice. This has helped my son heaps. 140, made the effort to contact us whenever it was required. When needed. I did have a couple of concerns but these were put to ease when 140 assured me things were great. I only attended parent interviews with 140 140, was always available and gave suggestions for helping with spelling. At the beginning with 140 – but I felt issues were not pursued and therefore the problem snowballed.
144	Yes	144, had relevant data ready at interviews.

	Yes Yes Yes Yes Yes Yes Yes + 4	144, came to our house for parent interviews and stayed close to an hour to discuss my daughter. I was unable to attend interviews as I had back surgery. Even in passing 144 would make comment about something my daughter was doing/participating in the school. Working together with 144 for the betterment of my son. 144, was very informative at parent interviews. 144, was keen to ease my mind. 144, was very interested in my son's education. 144 always showed an interest and spoke with enthusiasm about my son. 144, even said how much he liked having our son in his class.
Anonymous	Yes No	Never really had contact with the teacher, but obviously she had no problem with my son as the teacher never got in touch with me

Question 7. My perception last year of the Coastal School was poor, average or excellent.

Teacher	Poor Average Excellent	Response
108	Poor Excellent Excellent Average Poor Excellent Excellent Average	There was a wide range of ability and enthusiasm in the teaching staff – from very good to very poor. Because when 108 is teaching, then the kids listen. Thanks to 142, 108 and her peers. As my daughter had a term of being a victim to bullying. I am happy with how the school reacted and dealt with the situation. Her teacher was very supportive. Because of the evident bullying. I wanted to change schools but realised Intermediate schools are usually bad anywhere. Intermediate school should not exist – they do not work. My son was confident and extending himself in every area.
110	Excellent Excellent Excellent Average Excellent	The school has improved in many ways over the last year or two! It has started to lose its old feel! It has new and enthusiastic staff coming on We had no problems at all while my son was attending school My daughter's teacher helped resolve a couple of problems that arose at school. In my opinion, 110 went out of his way to help and made us feel really good about our choice of school for her. We heard from other parents the school had issues, but none of these ever concerned my child. My daughter loved her class- they all got along really well.

	Excellent Poor Excellent Average Average Average Poor + 1 Excellent Average	Had no problems. My son seemed happy at the school. I found that there were serious bullying issues at the school – not only with my own daughter. This occurred with two teachers. I was also worried about the lack of academic control – messy exercise books, no homework checks etc. Lots of opportunities and fun exciting times. Due to distance and feedback from my daughter we don't have too much detail on her interaction with the teachers etc. My daughter's maths had improved and she had a great report card. My daughter has done well. It is a hard age to find the right balance. I have been pleased with 110 and the experiences my son has had. But as a parent, often I didn't feel completely, informed about a lot of programmes. I always think there's room for improvement and challenge.
116	Average Average Poor Average Poor Average Average Poor Poor Average Poor Poor x 1 Average +1 Excellent	I've had no problems so far. Whilst I think 110, was good for my daughter last year, I think my daughter just cruised along and was maybe not pushed to her full potential. She is not overly sporty so she did not share the passion with 116 and the other class members. However, she participated well. 116, was terrible. He was too overbearing to my child and was a child himself at times. This is known only too well in the community. When will something be done about that? I try to get involved – but it does not always work for a number of reasons. Everything was rugby with 116 – my daughter hated it. All I would hear about was the amount of bullying going on at the school. There were a lot of issues with my daughter and other children, 116 just ignored it and hoped it would go away and it didn't! It's no wonder with teacher's like 116. Would prefer more specialisation, more structured foreign language learning, the school was more like a college than a primary school. It was difficult getting responses from other staff to set up sports activities and a poor self-image of some classes e.g. "cabbage classes" ¹³ Because of all the fighting happening at the school My son was told by 116, no less, that he was soft and needed to harden up if he was to progress to College in the next 2 years.
120	Poor Excellent Excellent	Not enough discipline, too many kids in one class, teachers not able to control classes. Kids don't feel safe. Not enough communication. My son had a great year at school both socially and academically. He has a positive attitude and access to extra curriculum activities if he wanted. Field trips etc. I feel the school has a good concept of community. The teachers were not the problem at all. My son's problem was other boys; coming to and from school. The teachers were excellent.

¹³ Booster class for students with learning difficulties

	<p>Average Excellent Average Excellent</p> <p>Average Average+ 3 Poor + 2</p>	<p>Whilst I was very happy with my son's intermediate teachers, I did wonder about the school leadership at times. Had a great year and my child made improvements in school work. Yes, very good but my son wanted more maths. In terms of 120. I felt the communication from other areas of the school were poor. Over the 2 years I had seen the Principal only once! I was pleasantly surprised – thanks to new board of trustees and great class teacher.</p>
122	<p>Average Poor Average</p> <p>Average</p> <p>Poor</p> <p>Average</p> <p>Average Average Average Average Excellent Excellent+2 Average+4</p>	<p>We felt discipline in the school was poor, there was no morale or school feeling. My son had a great year with 122, but overall perception of the rest of the school was fairly low. Communication about the school events was sometimes vague or confusing. The GATE class was good and we were happy with the educational side. Some concerns about lunchtimes and bullying. Kids behaving badly did not seem to be dealt with very well from what we heard. The teacher made every effort to accommodate and welcome my children to the school in term four. I felt there could have been more structured activities during lunch breaks. Poor leadership, staff morale, minimal effort and input by some staff in running extracurricular activities and sports. We are so surprised at the lack of policy around students being sun smart and wearing hats. If other schools can do it and they do successfully, surely this school can too! The thinking at the Coastal School needs to change. I thought it was a requirement under the Education Act and Health and Safety Act to have school hats. My daughter was in the GATE class which I think provides excellent schooling. I am not so sure if I would have been so happy if she wasn't in that class. I am pleased there was a change in Principal. Were a bit disappointed with some aspects like bullying and damage to property – but they were sorted out. I believe Intermediate is a neat time for kids with lots of things happening. The school does offer lots of things for extra activities in the way of sports etc. The school requires strong leadership and it needs to set higher standards in order to change the community perception. There appears to be a lack of pride within the school. We personally would like to see the uniform being worn as per regulations. There were issues that needed to be resolved about the leadership of the school. There were certainly improvements in some areas but lack of community engagement and an invisible senior leadership was evident. I find it a well-balanced school. My daughter enjoyed the experience.</p>
134	<p>Poor Excellent</p> <p>Average Average</p> <p>Excellent Average</p>	<p>Bullying, no backup or support. Amazing what students could get away with. My daughter had an excellent year and it showed in her report. It was disappointing to hear some of the problems that the school was having. We personally had no issues with the teaching staff, but felt the school lacks in an effective discipline plan and direction. My daughter had a very good year, however, there was no parent interview, so if there were learning issues, I would never have known. I was very impressed how the school would phone home on the day your child was absent.</p>

	Average Excellent+2	
140	Excellent Average Excellent Average Poor Average Average Excellent Average Average Poor+1	<p>We had some bullying problems and they were sorted out.</p> <p>Had a few concerns with bullying at the beginning of the year. With the help of Senior Management and 144, this situation was dealt with in a reasonable manner.</p> <p>I have had a great experience with the school.</p> <p>It's a good school.</p> <p>My son was bullied a number of times with teachers seeing some of these and not following it up. I phoned the school and spoke to Deputy Principal and I never had it properly dealt with. Also school sports – a lack of it and lack of support.</p> <p>No school is perfect.</p> <p>There were some bullying incidents but otherwise okay.</p> <p>Far better than school down the road.</p> <p>Would like to see busses managed better – as this is where a lot of bullying seems to erupt.</p> <p>I wasn't sure what to expect, but my daughter seem to enjoy school last year.</p>
144	Excellent Poor Average Excellent Average Poor Excellent Average+3 Excellent+2	<p>I believe that there are committed teachers who strive to do their very best for their students at the school. Any dealings I had with teachers was always positive.</p> <p>Not satisfied with how management handled behavioural problems and issues. I had discussed some issues with senior management of the school and I felt that the school was being run by a bunch of clowns!</p> <p>I feel the Coastal School has the potential to become an excellent school. Hopefully the new leadership of 2010 will enable this to happen.</p> <p>Very well organised. Administration always made contact whenever my child needed me.</p> <p>Still worried about the amount of bullying.</p> <p>Office worker and 116 were grumpy and abrupt to the students. Administration performance was shocking. Never saw the Principal (that says a lot!). Kids weren't wearing sunhats as instructed. Slack management skills.</p> <p>The school is trying hard.</p>
Anonymous	Average Excellent Average	Not happy with my son's literacy, spelling and book presentation. I think my son is lazy as I know he is capable of better.

Question 8. Is the Coastal School your school of preference for your child?

Teacher	Yes/No	Response
108	Yes Yes Yes Yes Yes Yes Yes No	School is an important part of the community and it is important that we support them. I chose to withdraw my child from another school to attend this one. We think the Coastal School is the place for kids to learn and have fun Convenience mostly - as we live in Mount Maunganui. I would recommend this school to my grandson for next year. I feel that the school has a lot to offer to good and bad youths. Lack of choice really. I would like to support this community and I am relieved about the change in Principal. Very happy with this school. Slack teacher 116 and is it any wonder when there is an even worse Principal!
110	Yes Yes Yes Yes Yes Yes Yes Yes Yes No + 3 Yes + 2	Intermediates are the best place for year 7 and year 8 students. We have had only positive dealings with the Coastal School. We were very lucky that our daughter got 110 as her first year 7 teacher. 110 bought out the best in her in terms of school work. I think he is a great advocate for the school. I went there and it is the only Intermediate school in the area. I want my child to make his own decisions in school not go by the school's reputation Due to closeness to home and a good reputation held at the Coastal School. He will not the local College though, due to reputation I believe that an Intermediate school is the best place for my daughter rather than a combined Intermediate/ College. Tauranga School is too large and the Coastal School does have some great aspects, where a good administration can really build on. At the moment. However, my daughter complains about general verbal abuse and fighting by the boys. She also notices smoking and general bad activities at break times on the field. She will be keen to go to the new College next year. Mainly went to the Coastal School, as his sister did, but I thought of sending him to another Intermediate, but I didn't because of my work and our life was in the Mount Maunganui direction not the other way. My daughter and her father chose to go to the Coastal School. I actually admit I wanted her to go to another Intermediate where her brother attended and I was more familiar with the other school too. The Coastal School has a sports programme.
116	Yes Yes Yes Yes Yes No Yes Unsure	I've sent three of my four children there depending on the decisions of my next youngest children – I will probably send her there as well. Because it's our local school and my husband went there. Whilst I don't think that it is an amazing school, I don't think it is a bad school either. It is a kind school and my child is happy there. Because most of my son's friends were going there and other family members said it to be a good school. My other daughter will be attending too. Would prefer more specialisation and more structured foreign language. The school needs a revamp of self-image. Because it is closer and cheaper than the other Intermediate School. Never researched other Intermediates due to location.

	No + 6 Yes	
120	No Yes Yes Yes Yes Yes Yes No Yes Yes + 3 No + 1	<p>But as a solo parent I can't afford better schooling.</p> <p>It's the only Intermediate in the area.</p> <p>My children, especially the twins really loved school last year as they were given a lot of support and encouragement.</p> <p>My son is very happy at school and he has made some wonderful friendships. I wouldn't consider another school at present.</p> <p>I like the way the teachers teach the children how to be more responsible and the Technology subjects are organised well i.e. hard materials and Foods.</p> <p>He wouldn't have had the opportunity to do Hard materials which he just loves. So we are pleased we sent him to the Coastal School instead of keeping him at the other Primary School for year 7 and year 8.</p> <p>Convenient location means easy participation in school activities when we are invited to the school during school hours.</p> <p>I personally prefer a full primary¹⁴ where year 7 and 8 stay at primary school. However, we were out of zone.¹⁵</p> <p>Close and cheaper than going to Tauranga.</p>
122	Yes Yes Yes Yes Yes Yes Yes Yes No Yes	<p>We specifically came to the Coastal School from a school that already offered year 7 and year 8 option. Targeting just the specific age group was a deciding factor.</p> <p>It's our local school and we feel strongly about staying and supporting local.</p> <p>We are very keen to support our local schools – and we are looking forward to seeing changes by the new Principal</p> <p>We expect it will be a different school with the new Principal starting. It should be a great school. It could do with a bit of freshening up under the new Principal. Teachers need more enthusiasm.</p> <p>I think an Intermediate school on its own – detached from the Primary school or Secondary is important and valuable to this age group of students, in their transition between schools.</p> <p>Geographically, yes – close for cycling and walking from school. Socio-economically – no. The contributing primary schools appear to have vastly different behaviour standards, morals, values and attitudes – which seemed to cause a lot of conflict in day to day activities around the school. A few 'rat bags' made things difficult for everyone at one end of the spectrum. The other end there appeared to be only a handful of educated, dedicated parents (some working as well) who do all the voluntary work.</p> <p>We live close by and I believe often one school is no better or worse than another – only people's perception changes. Support local is my motto.</p> <p>Only because of locality.</p> <p>I am a strong believer in sticking local, and supporting your local school.</p> <p>The Coastal School was not our preference for my daughter but she was determined to attend her local school with her friends. She is aware that we have expectations for her schooling and to date she has achieved well at the Coastal School. We are satisfied with her progress.</p> <p>The school has pretty good academic outcomes. His friends attend the school. He can bike down and back home with little effort. He enjoys the academic programme and he has not had any problems within the playground apart from verbal teasing from his own</p>

¹⁴ Schooling from year 1 to year 8

¹⁵ Catchment area of a school

	<p>Yes</p> <p>Yes</p> <p>Yes + 4</p>	<p>classmates. While the school is discussed negatively within the community, my experience of my children's attendance, has largely been positive. A new Principal will make a difference. My son, enjoys the school and he is doing well – the most important factors for us. I believe in the importance of an Intermediate that stands alone to cater the needs of this age group as they transition from Primary to Secondary.</p> <p>Had my hesitation after having my oldest child go through the Coastal School, but my daughter chose this school after visiting the school, and I wanted her to be happy wherever she chose. I didn't really approve of some teachers that my son had, so I was very pleased when my daughter got 122. I was keeping an eye on who she got, and I would have moved her to another class, if she had got certain teachers. I am also happy with who she has this year even though it is not in the GATE class.</p>
134	<p>No</p> <p>No</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes + 2</p> <p>No + 1</p>	<p>Last year it was not good and I wanted to change classes. However, my husband did not agree. This year has been a lot more positive.</p> <p>If there was another Intermediate closer he would have gone there.</p> <p>We prefer having a separate Intermediate rather than a full primary school.</p> <p>Nearest school for my daughter to attend. The school needs to care about the kids and respect other people – mainly parents when we come in or have something to ask.</p> <p>It's the closest school and I don't see anything wrong with it.</p>
140	<p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes + 4</p>	<p>We appreciate the hard work and effort teachers put in, to give my child a good education.</p> <p>Because I have had great experiences with 140 and feedback from other parents as well.</p> <p>Please note that rumours outside of school are extremely negative. Kids that have police involvement still being allowed in the school by Board of Trustees; knives at school; bullies not being dealt with; lack of support for kids being bullied.</p> <p>It is closest to home.</p> <p>It is close and our son did very well last year.</p> <p>I genuinely appreciate all teachers and their difficult roles they face on a day to day basis</p> <p>It's the closest school to us.</p>
144	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>Yes + 6</p>	<p>Although there are always areas of improvement for any school, as education is an evolving thing. I chose to send my son here, because I believe it offers him the opportunities he needs for his future.</p> <p>My daughter had a fantastic teacher (114) and she did well.</p> <p>It is our local Intermediate school. I believe that a community that works together, builds a strong school and vice versa.</p> <p>It's the local school. From Primary to Intermediate and then College. It's local and they can start identifying themselves within the Mount Maunganui area.</p> <p>Off to Papamoa College. Had enough!</p> <p>The school needs better management, ie, Principal and administration staff.</p>
Anonymous	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>I actually intended for my daughter to remain at the other Primary School for year 7 and 8. However, she chose to go to the Coastal School. She has enjoyed it and I believe this school and particularly her teachers have brought out the best in her.</p> <p>Got no choice really but I'm happy with this school</p>

Appendix D Parent Perception Questionnaire Feedback on Teacher Interaction for Year 8 Students in 2009

Question 1. Did your child talk enthusiastically about his/her teacher last year?

Teacher	Yes/No	Response
106	Yes	My son liked 106, as he got out at lunchtime and played games with them. He was like their mate and my son felt he could talk to 106 or ask questions, if he did not understand.
	Yes	106 had a great relationship with the kids – he seem to have a great understanding of boys behaviour - unlike my son's year 7 teacher!
	Yes	My son said 106 was the best teacher he had ever had.
	Yes	My son got on really well with his teacher. 106 was a great influence for my son and also many of his friends.
	Yes	My daughter had a young teacher, (106), he (106) might have been on a similar level as my daughter. He seem too comfortable to me.
	No	Not enough respect toward 106 as a teacher
	Yes	At first, then nothing, after a few weeks.
	Yes	106, was young and part of "the class". "Cool" was the word used. Not sure 106, was a teacher or best friend.
	Yes	106 seemed to communicate well with the class.
	Yes	My son said 106 was fun.
	Yes	106 seemed young.
	No	My daughter seemed very quiet when she spoke about 106.
112	No	
	Yes	She likes 112. 112, was very approachable and nice to all her students.
114	No	114's job was stressful at times – as some of the pupils were continually disruptive.
	No	My daughter, started off liking 114, but it did not take long for her to change her mind – I'm not really sure of the reason, I found 114 to be quite fair.
118/134	No	In the first two terms. Teacher 134 was lazy and did not seem to care about the teaching or the kids. Term three was great with 118. But term four with 134 was hopeless.
	No	My daughter ended up with 3 teachers – it was all too disruptive!
	No	Definitely not. 134 yelled and yelled at the class at the top of her voice all the time.
	No	118, was great. 134 was a horrible person.
	No	My son hated his year and the teachers.
	Yes	134, was good with slower readers like my daughter.
	Yes	Only in term one.
	No + 2	
124	No	My son was always coming home saying he was not taught anything – just spend day colouring in word finds.
	No	124 was always putting out fires with the naughty kids
	No	124, did not set boundaries and therefore my child fluffed around.

	No Yes Yes Yes Yes	Treated my child like she was an 8 year old not year 8! 124, was very generous. My daughter loved all the free time with 124. My daughter liked helping out with the year 8 social that 124 organised at the end of the year.
130	Yes Yes Yes Yes Yes No + 3	130, was my son's teacher while at the Coastal School. She was fun but also firm when needed. She had very good skills when dealing with boys. My girl was really happy with 130. 130, was a great teacher. Unfortunately 130, was not there for the last term and my girl found this more difficult. He liked 130. But due to illness to 130, my son had to put up with too many relievers and he fell behind in his learning. They (teachers) forgot about him. But everything went to custard when 130 left.
142	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes + 1	He found 142 to be friendly, easy to talk to, and someone who believed in the kids! Doing their best. My girl thought 142, was an awesome teacher who encouraged her into participating in Waterpolo; a game she had never played before. A boy who enjoys the physical side of sport, but can also with an enquiring mind -he found the class as a whole, lots of physical fun; but good fun learning too. My boy enjoyed 142, especially with her encouragement to try new sports. We would ask him daily how school was and he would have positive comments about his class and 142. My girl was excited with most of the subjects she did with 142. She spoke highly of 142 and still does today. 142 made a big impact on my daughter. Yes, yes, yes, always. 142, was an inspiration to me as a Sports Teacher and also as a person. Her personality, understanding and her commitment to our class (students). All the time about 142. She would say 142 could be really strict but 142 also knew how to have fun. Definitely with 142. He was highly motivated to attend school each day. I could not believe it was my boy! She loved 142.
146	Yes Yes No No Yes No No No No	My girl was perhaps hoping to be pushed a bit harder academically, but she was certainly fond of 146. My child is someone who takes things in his stride and he will always talk when asked - but otherwise gets on with things. Although my girl progressed well throughout the year, she didn't appear to be overly enthused about 146. My boy was ok only. He seemed happy enough. I think he enjoyed 146 and his year – but probably not the most enthusiastic over his schooling life. But no negatives either. Was very unenthusiastic – not much sport in comparison to other classes – 146 used the excuse she was “getting too old for that”. Everything they did was research projects. Because this was the year 8 GATE class the teacher quite often left them to their own devices to research, research and research. It looked great, but it was often a copy and paste from the internet.

	No No No	Quite bored all year. Found 146 too old and set in her ways.
Anonymous	No No No	Did not mention other teachers. Teachers don't do enough out of their own little classroom and therefore students' never really met other teachers – which is a shame. Because his issues were not dealt with properly

Question 2. Did your child talk enthusiastically about other teachers in the school last year?

Teacher	Yes/No	Response
106	No Yes No No No No No + 6	My boy would complain about other teachers, but in saying that, he most likely wasn't doing what he was asked. He often spoke highly of the Technology teacher; interacted well with the kids. Not so good about music teacher, as Ethan is an enthusiastic guitarist and his abilities were not nurtured well there. Other than 142 who encouraged him into playing Waterpolo. No particular enthusiastic comments have been made but he liked the general attitude of the teachers at the school. Only comment about the Technology teacher – hard materials, was good – all the rest not so good. “Grumpy and old”
112	Yes Yes	She told me that all the teachers are nice.
114	No Yes No + 5	The year before yes – 106 She absolutely loved the Dance/Drama Teacher and her Maths Teacher but absolutely disliked one Technology Teacher, as did a large number of other students (past students included) so I've since been told by other parents. She was locked in the back room for more than once?
118/134	Yes Yes Yes Yes Yes Yes No + 4	Some Technology teachers and 110, were all great teachers. Talked about relievers and how easy they were. She said any other teacher was better than 134. He enjoyed most Technology teachers. Enjoyed a Technology teacher.
124	Yes Yes Yes Yes	He thought a Technology teacher was funny. He enjoyed 142. She liked the Computer Studies Teacher. He did not like 116, as 116 shamed him in front of his mates.

	No No No + 1	She did not have much opportunity to mix with other teachers. Teachers kept to themselves – mostly.
130	No No No No Yes Yes Yes + 1 No + 2	All I will say is that 116 should have been sitting with the kids, as 116 would act like a child rather than a teacher. My daughter is a very quiet girl and things would have to be bothering her for her to discuss others at all. She did mention 106 from time to time as he was her teacher the previous year. Usually quite negative about relievers. Didn't like the relief teachers, my child said they were mean. 106, was cool. She worked quite a lot with a Technology teacher and really enjoyed choir.
142	No Yes Yes No No No Yes No Yes Yes Yes Yes Yes Yes Yes	Sorry. There was Technology teacher, but not many others. She did speak to me about her Maths teachers. She had moved into a higher maths class and she was concerned that she may not be able to keep up. Only one in particular caused major concern. 116 – with his negative attitude. Otherwise, my son was generally neutral about most. 106, was often spoken well of. Disappointed with my son's Maths teacher, as there were issues that we were not made aware of until his school report came home. Easily could have been corrected with a phone call to us that 142 ended cleaning up. Some of the other teachers he would not be enthusiastic about as they treated some students wrongly. In all her school years, other teachers would enquire about her quietness. But year 8 at the Coastal School has been her best year so far. 110, 140. They were both no nonsense teachers and the students respect that. She found it easy to talk about most of her teachers, but not as easily with 142 116 made him feel like he was hopeless. Really enjoyed 144 for Maths. My daughter enjoyed 140 as her Maths teacher. Enjoyed going to Squash with Mrs X. She really liked 124 and the way the year 8 social was organised.
146	Yes No No Yes Yes No Yes No Yes No No	She liked her teachers, but sometimes commented that they seemed stressed out and found it difficult to control students. 142 was a guiding light for her netball and Waterpolo. Not really There were no other teachers that she really talked about at all. He really liked the fun and happy teachers and the ones who noticed how good he was at subjects. Really enjoyed lots of teachers especially in specialty areas – sports, 142 and some in management roles I think. But no negatives either. 142, was a great netball coach and hard worker for the School. Really enjoyed 122 and the projects they did together. Did not really get to mix with other teachers.

Anonymous	No No No	Did not mention other teachers. Because his issues were not dealt with properly
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Question 3. Did you discuss issues related to school learning with your child last year?

Teacher	Yes/No	Response
106	Yes Yes Yes No Yes Yes Yes Yes Yes Yes + 3	My son was in a reading and maths programme. We would have liked to speak to those teachers at interviews, as this is where my son finds it hard. 106 teacher did say he was doing well. We discussed topics, homework etc regularly. Often asked what he was learning. Asked about homework. Asked about PE. We had no need to discuss school learning as we had no issues. As much as she loved 106, she did not progress in her reading level and she went down a maths class and her end of year results were below average. How can that be? Have talked a lot about how subjects are being taught. I often asked him what he did and what he was learning. Didn't seem a lot. Book work confirms it. Lots of things – teachers didn't mark work, didn't care if a child reported bullying was going on. No consequences for bad behaviour, or aggressive behaviour. 106, was likeable but not professional. Discussed the improvements required for College and to be a leader not a follower. We did discuss test results. My girl said 106 was a great teacher, but we never saw great or even good academic results.
112	Yes Yes	Mostly the lack of homework which I think was poor as it is his last year before high school! I always asked my daughter about their lessons, and the report card shows her performance in the class. I'm very satisfied she's doing well in her studies.
114	Yes Yes	My son, always communicates well. If my son was struggling we offered him extra help. He didn't need it though. We had a major talk re homework and how much more homework there would be at College, so she really needed to focus this year.
118/134	Yes Yes Yes Yes + 5	We discussed the "no homework," also I don't believe he did much work in class – we paid for extra private tutoring in Maths and English to help him. Apparently his Maths teacher didn't like Maths. We had a lot of issues. School environment was not good. Not positive, My daughter was forever wanting to stay home. She did not learn a lot. She struggled with tests. We discussed and listened as to who the teacher yelled at today, and every day. When the teacher had time off for stress leave it was great for my child!

	No + 1	
124	Yes Yes Yes Yes Yes Yes + 2	My son's class seemed to be out of control. Kids coming in to class throwing rubbish bins and punching kids, paper aeroplanes thrown, swearing and cheating on tests etc. We spoke to him about making good choices and focussing on his own work, but he found this difficult with all the distractions. Work would be set by 124 and more often than not, the work was never checked to see if it was completed, so everyone including my son, just mucked around. We talked about how 124 was always distracted by the naughty kids and did not care what my daughter got up to because she was quiet – I can safely say she did not do much school work on a daily basis. Not much Maths happening I can tell you that! We often discuss what is happening in the classroom. I am horrified to hear “not much.” The work is not challenging and therefore my daughter coasts along. I'm worried about college next year!
130	Yes Yes Yes Yes Yes Yes + 3	Constantly having discussions - more relating to homework. We had many discussions on how my daughter was doing at school and the subjects she found more difficult than others. We speak openly about what she is currently learning about and how others in her class are distracted from learning due to behavioural issues in class. Her class teacher was great. But there were about 5 students who would disrupt the class every day and most days my daughter had not learnt a single thing! The teacher became ill in term 4. She was away quite a bit during term 3. That's when everything turned to custard! It just got worse as the year went on.
142	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes + 2	Had to really get it out of him. Some subjects he thrived others not so good. Mainly my girl's Maths, as we both know, that this subject is challenging for her. I don't think 146 knew how to teach Maths even though she was the GATE teacher. I think she assumed that because my child was in the GATE Maths class – she could do everything and did not need teaching. However, with a lot of assistance from family and asking my daughter to discuss areas that she did not understand with 146, she did develop an understanding of Maths concepts. Constantly aware of the need to keep on top of things for College next year. We discussed his results to date and what he would be aiming for next year for College. Constantly discussing schooling matters and keeping up his motivation. In maths, if he had a problem we would try and help we also told him to ask for help until he could understand what the teacher asked. If the kids laughed at him we told him that they probably didn't understand what the teacher was asking either and that they were too scared to ask themselves. All the time. My daughter, found a new confidence in learning at school and she seemed absolutely happy. All issues covered at parent teacher meeting. In speaking about certain issues, we felt she definitely was listening and she had confidence in speaking up about her opinions. Importance of basic Maths and Spelling He always bought it up. It was never a chore to get him to talk about his day. It was trying to stop her from talking – that was the problem. She would give us every detail.
146	Yes	We discuss school every night at the dinner table. We were pleased that my daughter was very happy socially in her peer group. She

	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes + 2</p>	<p>made very good friends at the Coastal School. Not too much improvement academically though.</p> <p>When necessary.</p> <p>There weren't any major issues as such. However, I always maintain an interest in my children's learning anyway.</p> <p>He lost interest in Art (a subject he had been exceptionally good at in primary school) and he was gutted when he got an excellence in Science, but was not picked to go to Rotorua (even to look at the other Science projects). This was not to do with 146.</p> <p>Generally enquired what he was supposed to be doing and learning. How he perceived he was in doing in subject areas – Maths etc.</p> <p>It was like getting blood out of a stone!</p> <p>Seemed to be very bored with school. Our perception of him doing well after parent interviews was certainly not the case after looking at the end of year results.</p>
Anonymous	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Often. We talked a lot about school.</p> <p>Of course, absolutely.</p>

Question 4. Was your child's teacher accessible to you last year?

Teacher	Yes/No	Response
106	Yes Yes Yes Yes Yes Yes No Yes + 4	106, was always willing to talk Via phone. I am finding emails with the College teachers' a lot better system this year. 106 offered interviews on child progress. I met 106 at parent interviews and he advised I could contact him any time should the need arise. Had no particular reason to contact outside parent teacher interviews. 106 told my son twice to crack down and finish his work or he'd have to take it home to finish and it had to be tidy. Before or after school. Not as often as I would like.
112	Yes Yes	Once. Not only 112, but all the staff of the school are very good and friendly.
114	Yes Yes	I only saw 114 at interview times. 114, was available most times I needed to talk to her. I found 114 quite nice.
118/134	Yes Yes Yes No No No No No + 3	In the 3 rd term only. Probably, but never pursued it as we felt it would be a waste of time. But I was afraid 134 would yell at me too! It was a different teacher every time! Too many relievers. Teacher did not know much about my kid. By this time, it was the third time I had to explain. Not enough parent teacher interviews. We needed a new interview every time there was a new teacher. I wasn't really encouraged to come in and speak.
124	Yes Yes Yes + 3 No + 1	But I had to leave at least two messages over a two week period before 124 rang back. But 124, was happy to meet with me and I was told just to come and see her if I had any other issues. 124, was there when needed.
130	Yes Yes Yes Yes No No Yes + 2	It was a little difficult towards the end as 130 was very ill - as you would know. But her door was always open. She was very nice and always available for a chat. When 130 was present. We had two years of relievers not great for a student. For the first half of the year only. As the replacement for 130, was hopeless. Always used the excuse of only just taking over the class, when in fact she had been there for nearly 2 terms. Lip service only. Nothing really investigated in to the bullying of my child.
142	Yes	Always felt 142 had an open door for anyone to talk to.

	Yes Yes Yes Yes Yes Yes Yes Yes + 5	I was never able to attend teacher parent interviews so asked if I could speak to 142 during the day. At times, I would fly past the window and she would be more than happy to give me an update. Always with 142, with clear and direct information about his behaviour and learning. I was involved with the school a lot. All calls were returned promptly by 142. 142, was easy enough to approach and would make time. All the time with 142. She had her classroom door open to me and the whanau and we all (at times, 4 of us) felt comfortable every time. Always with 142, and she seemed to have her thumb on the pulse. I'm sure if 142 felt she had to see me to discuss any concerns over my child's development at school, I know she would and she would see me any time.
146	Yes Yes Yes Yes Yes Yes Yes Yes + 3	I often saw 146 and I was very fond of her. 146, always willing to talk about any issues, also contactable via email. 146, also supported her students winter sports game. Impressive! However, I noticed a difference at Intermediate versus Primary school, where I felt less inclined to communicate with teachers, maybe due to the promotion of increased independence of children at Intermediate. 146, was very friendly and approachable. Seemed to be at school for after school discussions. Always phoned me back if I rang. Available at parent teacher interview. Felt 146 was available if required. No problems. 146, was pleasant and welcoming. I guess if we needed to talk to 146, we could have.
Anonymous	Yes Yes Yes	Did not need to contact much, but was generally able to. I did find the teachers tended to leave school early compared with other schools. No after school sports conducted with other teachers except 142 and group of parents. Email was useful.

Question 5. Were you satisfied with your interaction with your child's teacher?

Teacher	Yes/No	Response
106	Yes Yes No Yes Yes Yes Yes Yes + 1	My only concern is that he might have been just a mate in my son's eyes, not the teacher – not sure if that's a bad thing or not. I attended parent teacher interviews and the initial meet the teacher night, which was a great start. I also went on school camp and got to see first-hand the interaction with 106 and the students. Because 106 could not tell me what my child was doing, what his goals were and what my child needed to do to get there. Definitely, 106 was an excellent teacher. But really not a lot of input from 106, I am sorry to say. 106, didn't have much to offer. But 106, did not have any results or hard evidence of where my kid was at. End of year results were bad.

	No + 1	
112	Yes	112, is accommodating and easy to deal with.
114	Yes Yes + 1	114, seemed to listen to our concerns, although the complete lack of communication between class teacher and office was atrocious. This was the case in several instances, even after I had discussed this with both teacher and office staff.
118	No Yes No No No No No No Yes + 1	118, could not understand that my child had a learning difficulty and that she was responsible for teaching him SOMETHING! In the 3 rd term only. I always felt I was an imposition on 118's time. Can't comment – no interaction given or offered by 118. I was disgusted in the way 118 interacted with my son, his friends and with other teachers. I was amazed she could get away with speaking to people like that! Too many teachers. I got lost on the way. 118, had no idea where my kid was at in his learning. It was always negatives and no positives with 118. As I found out after speaking with 118 for at least 30 minutes, that she did not really know who my child was and she was speaking to me about a completely different child.
124	No No Yes No No No Yes + 1	124, denied any problems in the class regarding control and learning. Everything 124 said was happening in the class was the total opposite of what my son said had happened. Someone is not telling the truth and I believe my son, as he is not a child who is interested in learning and would always take the easy road so things must have been bad for him to be concerned about not learning anything. 124 had some major conflict issues amongst a handful of her students, which took her away from paying any attention to my own child. 124, was nice. Nowhere near enough interaction with 124. There needed to be more contact with 124 as my son was off to college next year and I really didn't have a clue where he was at.
130	Yes Yes Yes Yes No No No + 1	Communication with 130, was excellent When 130 was present. Due to illness, her replacement was useless. 130 had all the assessment and information I needed. 130, was thorough. 130, was always there with the answers to my questions. Replacement did not know who my child was. Replacement teacher did not have any information for us half way through the year.
132	No Yes	
142	Yes Yes	My son took note of what he had to achieve and succeeded in doing so. 142, always knew where he was academically and where he needed to go and how to get there. I have never seen my child read so many books. Great! 142, was very easy to speak to concerning my daughter's schooling. She always reiterated the importance of getting a balance in sport

	Yes	and academics and succeeding in both areas.
	Yes	Absolutely with 142. My son was very disappointed however, with some of the “troubled” students put into his class under the guidance of a “strong teacher”.
	Yes	142, was always finding ways to help assist and motivate my son. My son, loved her approach. She was tough but fair and had a great sense of humour.
	Yes	He didn’t clash with 142 and he was very happy in her class. She would often touch base with him each day to see if he was okay.
	Yes	ABSOLUTELY with 142.
	Yes	My daughter had no trouble interacting with 142 and myself also. 142 knew my daughter so well and knew which buttons to push to get the best out of her in class and on the netball court.
	Yes	142, would always relate his learning to his sport. Using the same disciplines he would use in rugby, like setting goals and giving his best performance.
	Yes	142, had a way of getting my son to believe he was better than he was.
	Yes + 4	
146	Yes	146, was always available to talk.
	Yes	Although more discussion on my child’s health and well-being by 146, rather than from an educational perspective.
	Yes	I don’t think 146 knew how much my child could really do when pushed.
	Yes	Although I don’t think his academic results were as good as they should or could have been with 146.
	Yes	146, was very approachable.
	Yes	146, was aware of his abilities/work he had done in class.
	Yes	Not too much thought or excitement in 146 and the teaching of subjects.
	Yes	Good information when requested by 146. But no comparisons of tests results with school wide data or national data.
	Yes	At parent teacher interview 146, seemed to know very little about my son’s work. In fact, only talked about previous weeks work and my son had been away that week.
	Yes	But 146, was nowhere near as professional as last year’s teacher. 146’s classes were boring.
Anonymous	No	Important things were not dealt with.
	Yes + 1	

Question 6. Did the teacher seem interested in discussing your child with you last year?

Teacher	Yes/No	Response
106	Yes	144, had relevant data ready at interviews.
	Yes	144, came to our house for parent interviews and stayed close to an hour to discuss my daughter. I was unable to attend interviews as I had back surgery.
	Yes	Even in passing 144 would make comment about something my daughter was doing/participating in the school.
	Yes	Working together with 144 for the betterment of my son.
	Yes	144, was very informative at parent interviews.
	Yes	144, was keen to ease my mind.
	Yes	144, was very interested in my son’s education.

	Yes Yes + 4	144 always showed an interest and spoke with enthusiasm about my son. 144, even said how much he liked having our son in his class.
112	Yes Yes	I approached 112 once only with the report card of my daughter – it satisfied me, she's doing well in her studies. Her comment seemed to discuss my daughter's performance. 112, was thorough.
114	Yes Yes	At interviews with 114. My son did well academically but had many disruptive students in his class. We both had similar concerns so 114, was willing to discuss these.
118/134	Yes No Yes No No No Yes Yes Yes + 1 No	Third term only – didn't really know which to see. Too many relievers. 134, did not communicate well at all. Some teachers do not offer advice or show concern if grades are slipping. We were not sure what to do. But 134 seemed incompetent as she did not know what information we were asking. Interviews were over before it begun. 134 did not really tell us much about our daughter. 134, was not listening and she tried to cut us off every time we spoke. 134, was blaming all the other teachers before her. She said our son was way behind and did not know what the other two teachers were doing. She was okay. 134 seemed liked she lacked enthusiasm. 134 did not want to be there. She was rude and very abrupt.
124	No No No Yes Yes Yes Yes + 1 No	My son seemed to learn more in year 7 than year 8 and felt he wasn't prepared for college. When sitting Maths tests he said $\frac{3}{4}$ of the test he has never been taught and had no idea. When I talked to 124 about this she said it was a hard test!!! 124 has the gift of the gab and will say all the right things to make everything sound ok. 124, did not really know where my girl was heading to. That is a real concern for me as she is the teacher! Interviews with 124, were too short and too late in the year especially if my son was on the wrong track and needed to fix it. 124 was a lovely lady. 124, was genuine in what she said and we felt our concerns were minor compared to others. 124 talked a lot about other students and how they were disruptive in the class. Our concerns grew the more she talked.
130	Yes Yes Yes Yes Yes Yes Yes + 2	And I would say with passion as I believe 130, enjoys being a teacher. Absolutely 130, recognised that my son needed to be stretched and that his abilities were ahead of a lot of other students. Unfortunately this did not happen very often. 130, said she had a handle on the naughty kids and ours was doing fine. 130, seemed to have all the right information at parent interviews. 130, was organised and spoke well whenever we met with her. 130, was great with us and our son.
142	Yes Yes	I think it helps. 142, likes sport and my son enjoys sport too, so you've got common interests. 142, was very easy to speak to concerning my daughter's schooling.

	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes + 2	All questions answered, either by email, text or in person by 142. Always with 142. If I had any concerns 142, was always happy to discuss these with me. My son, was never a naughty child, so I didn't have to go in much. Whenever or wherever possible, 142, always seemed interested. 142, clearly understood my daughter's nature and needs, emotionally and physically. Due to 142, and my own busy schedules, I didn't get to discuss my child with her, but if I felt there was a concern, I'm sure she would contact me and vice versa. 142 was the coach of my daughter's netball team and we would talk all the time and text. 142, was always interested in what was going on in the home too which I thought was great, because at times my son's behaviour was at extremes. We would talk almost daily. 142, would often look for things for my girl to be part of whether it was cultural or sporting.
146	Yes Yes Yes Yes Yes No Yes + 3	146, was always very positive about my daughter and I never had the heart to tell her that my daughter was a little bit disappointed about PE and doing more work. Found 146 quite intuitive about my son's abilities strengths and weaknesses. Once again this was more in relation to her well-being and although I am grateful for this, I wonder if any discussion regarding her learning would have occurred with 146. I understand the independent learning that is encouraged in an excellent learning environment. 146, was really approachable. I thought she was genuinely interested in his progress. No problems with 146. I was disappointed in a number of reading comprehension examples he had done, but my son had been away due to 'Swine Flu' – he had a cold. So missed every opportunity. If it had been so important, I felt, we could have been contacted by 146 and I could have supervised his working at home.
Anonymous	Yes Yes + 1	Very minimal contact.

Question 7. My perception last year of the Coastal School was poor, average, or excellent

Teacher	Poor Average Excellent	Response
106	Excellent Average	As last year I had 2 children at the Coastal School, I was always sorting out one child or the other and the teachers and office staff were very good at helping with any problems. Both kids had broken bones at some time and all the help we got from the staff was great. I was surprised at the lack of discipline and respect for the teachers on the camp to Findlay Park, but that seemed to be a handful of students who were the main offenders.

	Excellent Average Average Poor Poor Poor Average+2 Excellent Poor	My son really enjoyed his 2 years at the Coastal School. Never been involved with an Intermediate school before so still learning as parents. Could have done a bit more with progress reports on a more regular basis otherwise the school seemed to be well run. It's a very poor school I am sorry to say. Not one teacher or the Principal took charge of the bullying and aggressive behaviour. They need deterrents – i.e. detention 3 times and then expel children. Children think they are in control. Quite workers can't concentrate with violence around. Very sad. Need a policeman in at lunch times. As the teachers are not visible. The Principal is not visible. There is no pride. Inconsistency of teachers. They are either poor or great.
112	Average Excellent	Good learning for the student.
114	Poor Average	Complete lack of communication all round i.e., teacher, the office and parent. No discipline – that was a biggie. Truancy and smoking out of school and still in uniform and nothing done about it (looks terrible for the school). Class trips very unorganised i.e. 2 trips on the same date? Nothing done about the bullies or fighting at school – not ok!
118/134	Average Average Poor Excellent Average Poor Poor Poor Average Average Poor	I don't believe work wise, the middle to lower children are not prepared enough for the workload at College. It needs to be clearer on the standards my child needs to attain or is at, so I can work on it with my son, before he gets to College. My son enjoyed his time at the Coastal School. Very poor. School seems to be focussed on offering best pupils the best teachers and learning environment. No communication offered between teachers and parents, no direction, no advice offered. Has been a good stepping stone to College. I would have hoped for much more exciting things at this school. The school needs a total make-over of teachers and definitely principal Not what I expected it to be. It was very 'old' in every way. Buildings and Principal and a few teachers. 134 was rude. I really don't know how she became a teacher. Nothing as exciting as primary school. Sport only good thing going for the school.
124	Poor Poor Average Poor Poor Excellent Excellent Average	Leadership from senior management was extremely poor. Nobody really knows what is going on in the school – right in front of their eyes. Too many behavioural problems. Who is the Principal? Too many specialists classes. Sport and music was great.
130	Average	Only because of the bullying issues. When children are shy and not the ones to tell on others, this school can really let them down.

	Poor Excellent Excellent Average Average Poor Poor	Sorry to say. We had 2 years of very disruptive learning with many teachers and no academic flow. Apart from reliever upsetting my daughter. 130, was great but the reliever did not care, neither did the school management. Really there was not any life in the school. The quality of the teachers, were mediocre at best. Not satisfied with how management handled behavioural problems and issues. I was support person for my friend who had problems with the school and after a meeting with senior management, I felt the school was being run by a bunch of clowns!
142	Excellent Average Average Average Excellent Excellent Excellent Excellent Excellent Excellent Excellent Excellent Average	It was very pleasing to see that 142 attended most sports events. Some teaching staff and management were exceptional and some incredibly poor and damaging for the school especially with the huge drift of students heading over the bridge and in the future heading to the new College. This is crucial. Concerns held about general image of the school, bullying, language and disrespect for teachers. The uniforms are incredibly worn. A lot of bullying in the school even though my son was not involved in these, we still heard through him, about the bullying. I loved the school, Principal and teachers. Plus, I became so involved that I think the teachers thought I was part of the furniture. The Coastal School is very focussed on transitioning their students in the readiness for college and life skills. My daughter enjoyed going to school and learning, participating in activities and to her best ability, got on with her peers and teachers. I had no problems at all. For me and my kids. We were lucky to get the best teacher who could make things happen and therefore we did not have to deal with anyone else. My son had loads of opportunities to grow and develop. 142 made our life easy especially for our daughter at this tricky age. With a new Board, new Principal and teachers like 142, the school has huge potential to be great! Loved it! The school management let the school image down. Change that and this school could be anything they wanted!
146	Excellent Average Average Average Excellent Average Excellent Average	The GATE class provided everything we wanted for our daughter. Always room for improvement. Would like to see the Coastal School the 'first choice' for all families, rather than some families going out of zone. The pastoral care aspect was great, however, general feeling of my child's learning experience was a little mediocre – 146, did okay – all things considered and this hasn't deterred the idea of a younger sibling attending this school. The class worked well, my child seemed extended and well prepared for college. The other classes were the issues for my child. Art classes were too basic and not enough long term projects. Computers classes were not long enough and still in the dark ages. Hard materials classes made lots but poor quality and really just a lot of rubbish. Child really enjoyed attending. I felt she was given heaps of opportunities. She seems to have done ok academically when assessed for college (always hard to judge what level your child's really achieving at). I did expect her academic results to be well over what it actually was. Our child seemed well organised and had good opportunities. She did not take as many as we would have liked, but that was her problem. I felt my boy just cruised through his year. He made good friends, but his learning seemed to be very average. I was disappointed in the GATE class this year especially after the last year was great.

	Average+2	Not enough done in all areas to make the school better. It has huge potential.
Anonymous	Average	In general everything was ok
	Poor	Adequate
	Poor	Too numerous to write.

Question 8. Is the Coastal School your school of preference for your child?

Teacher	Yes/No	Response
106	Yes	Good friendly staff and I have had no problems with my 3 that have attended the Coastal School.
	Yes	I sent my son there instead of remaining at the other Primary School for year 7 and year 8, as I believed it to be a stepping stone to College. However, in hindsight he perhaps should have stayed at his old school to better develop his music in their music facilities.
	Yes	If he was at that age group I certainly would not hesitate in enrolling him at the Coastal School. My son is now at College.
	Yes	I believe it is good for a child to continue from primary to college with friends and why pack them on a bus at 7am to go to school in Tauranga.
	No	My son is now at Boys College he has improved immensely during this term. I don't think t106 was teaching him anything, as he was too busy being cool.
	No	The Coastal School did nothing for my son.
	No	The few schools around Papamoa, I feel this may be the worst. This school needs a structure of discipline and consequences – turf out the trouble. My son put up with lots of trouble from a child who I was told had 'problems' – the school were protecting him and his deranged behaviour on anyone because he was a 'special case'. What about my child's right to a SAFE normal environment?
	Yes	With better consistency of good teachers it would be good for the families and community.
	Yes	If only the Principal would leave.
	No	Can't handle the constant bullying.
	No	Not enough strong leadership and direction.
	No	There are no opportunities unless you are in to sport and my son is not.
112	No	It's the only one close.
	Yes	Very accessible and with child friendly environment. My daughter told me that she liked and enjoyed the Coastal School.
114	No	It was not our first choice – another college was. We couldn't get my son in because of numbers (out of zone) and he didn't belong to their church.
	No	I have sent my year 6 (last year) child to another school, as I felt a lack of any structure will leave him without the good education he's entitled to – these are 2 very important years and I felt they were wasted on my first child.
118	Yes	I have another son in year 7 this year. A good stepping stone as opposed to the other school. But I think the work and help offered to the children needs to be addressed.

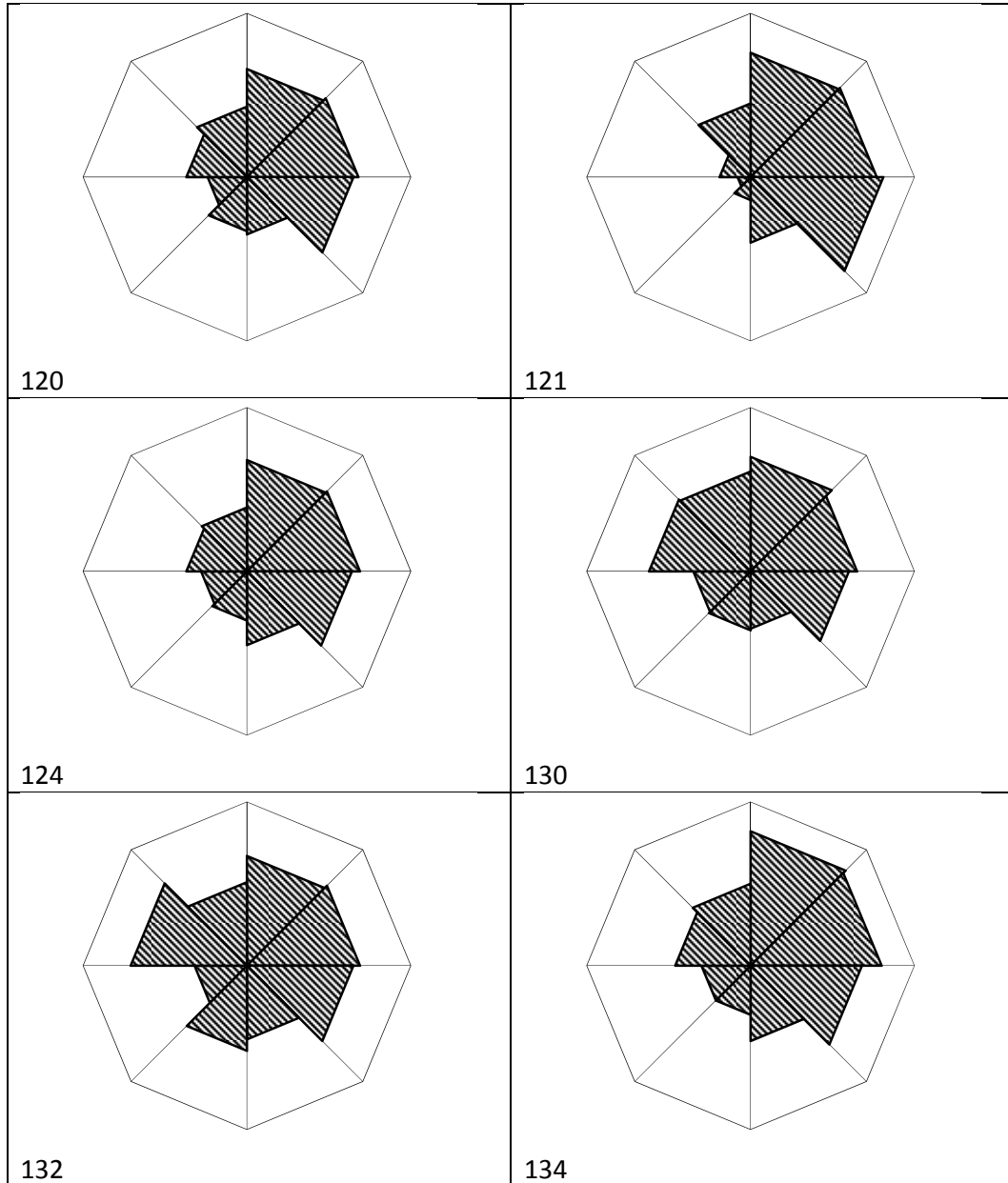
	<p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes +1</p>	<p>My son did well there, but it didn't suit my daughter. There is a lot of bullying, fighting, stealing and children feel insecure there. Sorry to give comments like this, but again, the school has not asked for our feedback on any issues. We tried to address problems, but got brushed off in the last year of her schooling.</p> <p>The school is local.</p> <p>The community want it to work for our kids.</p> <p>There are some good teachers there.</p> <p>Not with teachers like 134.</p> <p>Bullying and lack of control by teachers and principal was not good.</p> <p>No way.</p>
124	<p>Yes</p> <p>Maybe</p> <p>Maybe</p> <p>Yes</p> <p>Yes</p> <p>No + 2</p>	<p>I like the idea of the full primary situation and to be surrounded by others of the same age. I also believe in supporting your local school and not bussing out of your community. The Coastal School has had lots of management issues and it also has some questionable teachers. My son had a fantastic year with 108, and had a wasted year with 116. My daughter had a fantastic year with 140 – if only all teachers could be the standard of 140 and 108. Both my children have never been bullied and both really enjoyed being at the Coastal School.</p> <p>Maybe a yes now that you have a new Principal and I wish the board all the very best. Having been on the board, I understand the challenges you face and Boards do make a difference with how schools operate. Be strong.</p> <p>Maybe. I have another daughter yet to reach Intermediate age and to be perfectly honest at this stage, I am unsure of where to send her to this school. She has been in a bi-lingual unit for the past 3 years and the Coastal School offers nothing in this area – other than Kapahaka.</p> <p>My son can work better with a better leader.</p>
130	<p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p>	<p>And I would say with passion, as I believe 130, enjoys being a teacher.</p> <p>Absolutely 130, recognised that my daughter needed to be stretched and that her abilities were ahead of a lot of students. Unfortunately this did not happen very often.</p> <p>Replacement teacher was only babysitting – not real teaching.</p> <p>130 was good and others, but the majority of the teachers were there for the pay.</p> <p>It's local.</p> <p>I support the community.</p> <p>I can't let my other 2 children go through this again.</p> <p>Leadership is the key.</p>
142	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Now there is a new Principal. I'm looking forward to my son starting next year. It's the only school close to where we live.</p> <p>My daughter was always going to attend the Coastal School. She wanted to go there as most of her school friends at Primary School were enrolling. We had agreed that she would continue her schooling from Primary to Coastal School and then the local College.</p> <p>It was mainly the large number of year 7 and year 8 students in one school, opposed to schools with year 1-8 (full primary). The convenience of local, not 'over the bridge'. I hope I made a difference by being closely involved.</p> <p>Only went to the Coastal School due to locality.</p>

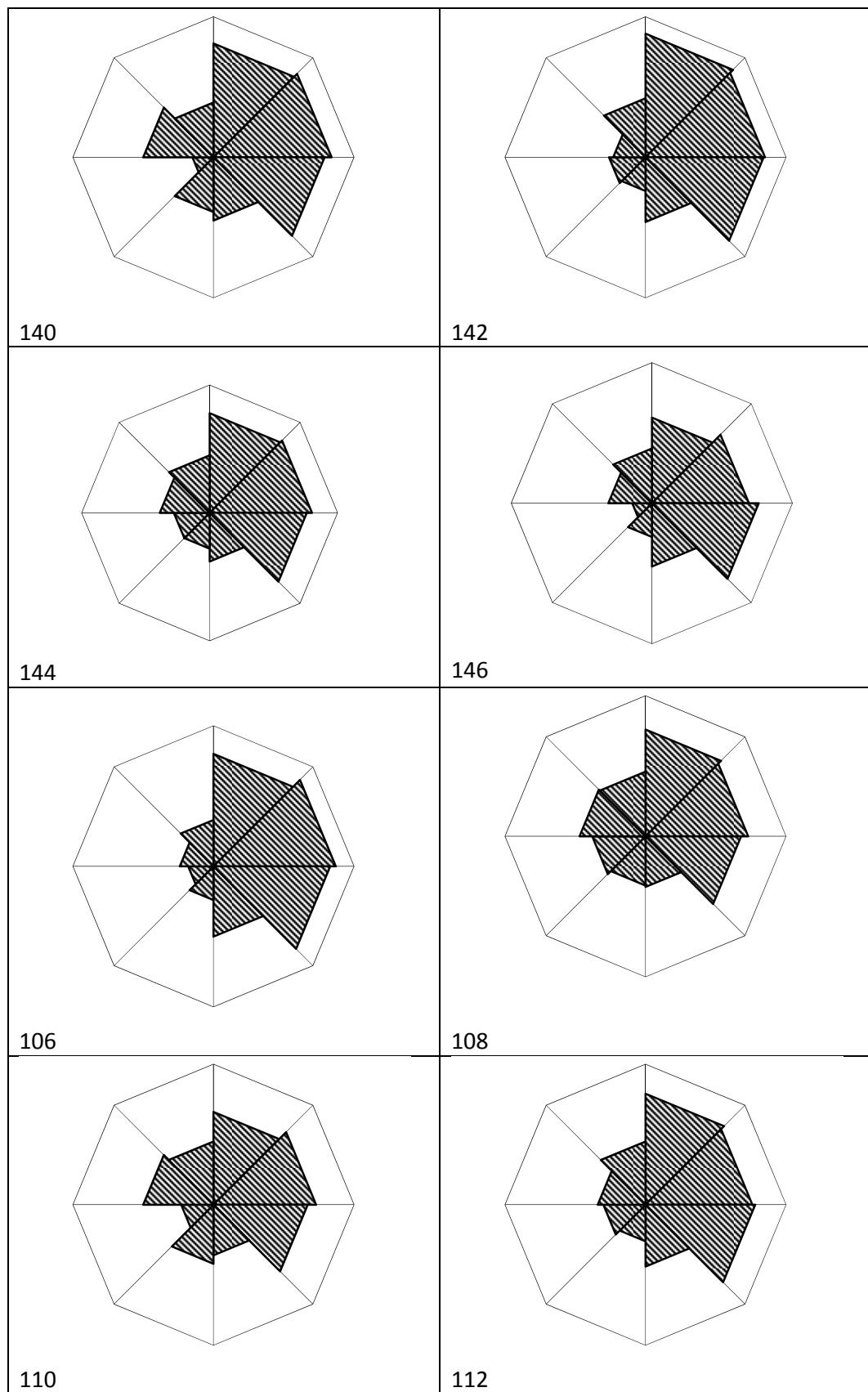
	No Yes Yes Yes Yes Yes Yes Yes + 1	<p>Apart from the bullying the school seemed okay and our son did well in all aspects of his schooling while he was there.</p> <p>Definitely. I've sent my son there and I would most definitely send my daughter (youngest) there. I always recommend the Coastal School to other parents.</p> <p>My eldest daughter is currently a student at the Coastal School and she also loves being there, having transferred from another Intermediate. My daughter did so well with 142, that we knew it would be good for her sister in her academic and sporting goals.</p> <p>Because of my child who attended this school, I have no problems in sending my younger daughter to this school.</p> <p>Only if my child can have 142 as his teacher.</p> <p>There are so many opportunities.</p> <p>But the Principal needs to get out of his office.</p>
146	Yes Yes No Yes Yes Yes Yes Yes + 1 No + 2	<p>I chose the Coastal school. I am a teacher myself and I could clearly see the strengths and weaknesses. No school is perfect and I am very happy that my daughter attended.</p> <p>I have a strong belief in community and with this, I would hope my child is enjoying his Intermediate years with people that are visible in other areas of community.</p> <p>However, I am aware of the social impact and influence of children being in a learning environment alongside established peers i.e. academic will always follow naturally when strong social connections are in place.</p> <p>It's the local school. My child has a great network of local kids and friends. Independence in cycling to school and sports practices. The Coastal School is good for my child's confidence in learning and social interaction.</p> <p>Prefer local (community based) – heaps of benefits socially as member of Mount Maunganui community, known to teachers and other children.</p> <p>We take no notice of parent perceptions which are prejudiced and self- serving. We read the ERO¹⁶ and talked to other professionals.</p> <p>All ok. I strongly believe that children should learn in their own community.</p>
Anonymous	Yes Yes No	<p>I felt it was important for my children to get themselves to and from school easily (not prepared to bus them off to Tauranga schools). It is important they go to school within their own community. The Coastal School is not seen in a good light within the community, but I believe nothing will change if families continue to send children 'away' to other schools.</p> <p>Pleasing improvements have been made with hopefully more to come.</p>

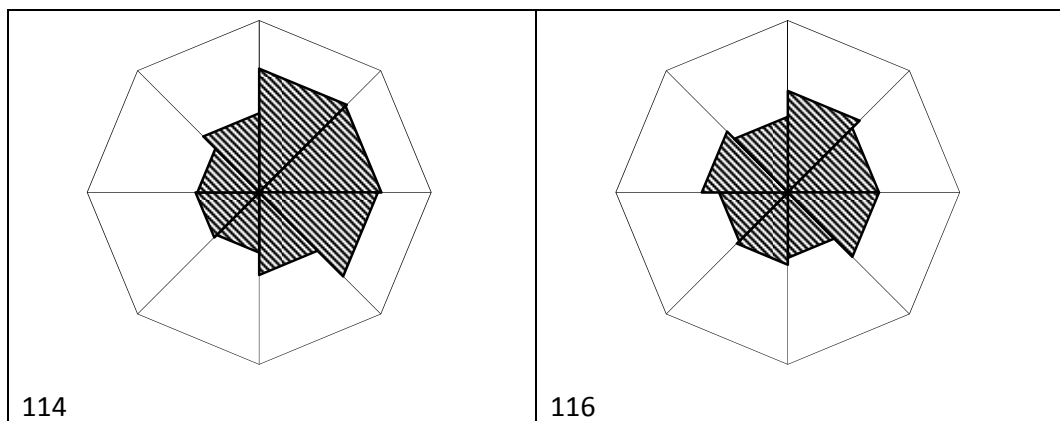
¹⁶ Education Review Office audit report on the Coastal School.

Appendix E

Questionnaire on Teacher Interaction Sector Profiles







Appendix F

Informed Consent Form- Children

- I know that I don't have to help with the project, but I would like to,

I know I will be answering some questions and may be invited to join a group of children my age as part of the project.

- I know I can stop whenever I want.
- I understand that the researchers have to contact my parent and school principal if I report or my questionnaire responses indicate that I am feeling very sad or have been hurt.
- I know that I need to write my name in the space below, before I can help with the project.

Child's Name: _____ Date: _____

Appendix G

Informed Consent Form- Primary Carers

- I understand the purpose, procedures, and risks of this project, as described within it
- I have discussed this project with my child.
- I am willing for my child to become involved in the project, as described.
- I understand that both my child and I are free to withdraw participation at any time,
- I understand that no personal identifying information, like names or addresses, will be published in the researcher's thesis and journal articles.
- I understand that my and my child's responses and details will be stored separately and securely at the School of Psychology in Curtin University of Technology for a minimum period of 5 years, after which it will be destroyed confidentially.
- I understand that the school principal and I will be contacted if my child's questionnaire indicates that he/she is distressed/in danger or my child reports any distress/danger during the group sessions.
- I have been given the opportunity to ask questions.

Parents Name: _____ Signature: _____

Child's Name: _____ My child is a (please circle): Boy / Girl

Year & Class: _____ Home Address: _____

Home Phone: _____

Appendix H

Teacher Consent Form – Coastal School

Associations between Student and Parent perception of the Teacher Interaction

and how this has an effect on the perception of the Coastal School.

I _____ have read the information on the attached letter. Any questions I have asked have been answered to our/my satisfaction. I agree to participate in this research but understand that I can change my mind or stop at any time.

I understand that all information provided is treated as confidential. I agree for this interview to be taped/recorded.

I agree that research gathered for this study may be published provided names or any other Information that may identify me/us is not used.

Name: _____ Signature: _____

Investigator: _____ Signature: _____

Date: _____

Appendix I

CONSENT FORM

-
- I understand the purpose and procedures of the study.
 - I have been provided with the participant information sheet.
 - I understand that the procedure itself may not benefit me.
 - I understand that my involvement is voluntary and I can withdraw at any time without problem.
 - I understand that no personal identifying information like my name and address will be used and
 - that all information will be securely stored for 7 years before being destroyed.
 - I have been given the opportunity to ask questions.
 - I agree to participate in the study outlined to me.

Signature: _____ Date: _____

Witness Signature: _____ Date: _____

Appendix J

Curtin University School of Science and Mathematics Education

Participant Information Sheet

My name is Dorcas Kayes I am currently completing a piece of research for my Masters of Philosophy at Curtin University of Technology.

Purpose of Research

I am investigating associations between parental and student perception of the teacher and student interaction and how that perception is reflected on the perception of the Coastal School.

Your Role

I would like to clarify information you have completed in the QTI
I will ask you questions directly from the survey.
The interview process will take approximately 20 minutes.

Consent to Participate

Your involvement in the research is entirely voluntary. You have the right to withdraw at any stage without it affecting your rights or my responsibilities. When you have signed the consent form I will assume that you have agreed to participate and allow me to use your data in this research.

Confidentiality

The information you provide will be kept separate from your personal details, and I will only have access to this. The interview transcript will not have your name or any other identifying information on it and in adherence to university policy, the interview tapes and transcribed information will be kept in a locked cabinet for five years, before it is destroyed.

Further Information

This research has been reviewed and given approval by Curtin University of Technology Human Research Ethics Committee (Approval number SMEC 20080063). If you would like further information about the study, please feel free to contact me on 5755512.

Thank you very much for your involvement in this research, your participation is greatly appreciated.